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ABSTRACT

This project was implemented in response to an increasing need for a preventative approach to mental health problems in elementary school children. The major purposes of the study were to: develop a package of affective educational materials; train classroom teachers in the philosophies and techniques of the program; and implement and evaluate the programs in the schools involving children, their parents, and community resources. Subjects included 677 elementary school children, in kindergarten through fourth grades, from three socioeconomic groups who were divided into experimental and control groups. Data for the study was collected by several standardized self-report instruments, teacher and parent questionnaires, and on-site observations of the subjects. Conclusions were as follows: (1) the program can provide significant and positive changes in knowledge of the principals of social causality; (2) social behavior in the classroom can be significantly improved through the program; (3) the program has a tendency to produce positive changes in female pupils, and no change or negative changes in male pupils; (4) subjects in the low socioeconomic group exhibited lower pretest scores than did the high socioeconomic subjects and significantly greater posttest changes than did the control group; (5) parents need to be educated on the philosophies of the program to make it successful. (Author)

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# HOME-SCHOOL-COMMUNITY SYSTEMS FOR CHILD DEVELOPMENT

CG 008 459

FINAL REPORT

August 31, 1973

ATLANTA PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

ADMINISTRATION BUILDING
224 CENTRAL AVE., S.W.
ATLANTA, GEORGIA 30303

July 23, 1973

Dr. Joseph Marches
National Institute of Mental Health
5600 Fishers Lane
Rockville, Maryland 20852

Dear Dr. Marches:

Please find enclosed ten copies of the Final Progress Report on the Home-School-Community Systems for Child Development Project (#R01 MH16666-01A2). Also, find enclosed ten copies of an addendum to that report.

As we have discussed, this addendum is to expedite the review of the new proposal, *Delivery Systems for a Program of Affective Education* (#1 R01 MH24647-01), which is scheduled for the September-November review period.

We appreciate the support we have received from you personally and from the National Institute of Mental Health in conducting this exciting project and look forward to favorable review of the new proposal.

If additional copies of the Final Report or of the addendum are needed, or if we can provide any additional information, please do not hesitate to call.

Sincerely yours,

Alonzo A. Crim
Superintendent

AAC:TT:lp
Enclosures (20)

# HOME-SCHOOL-COMMUNITY
# SYSTEMS FOR CHILD DEVELOPMENT

A Final Progress Report

To

National Institute of Mental Health
Department of Health, Education and Welfare
Public Health Service
Washington, D. C.

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Conducted Under NIMH GRANT
# RO1 MH16666-01A2

August 31, 1973

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Appreciation is expressed to those who have served with the project in the past and whose efforts left their mark on the program: Robert Kagey, James Applefield, Barbara Thomason, Winfred Phillips, Siria Harbour, and Linda Thomas.

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# HISTORY OF THE PROJECT

The Home-School-Community Systems for Child Development (H-S-C) project was a logical outgrowth of the most recent educational trends. Since publication of the report on the work on the 1965 Task Force of the Atlanta Public Schools (1965) programs have been designed with a major focus on teacher training and prevention of mental health problems rather than remedial approaches. By 1968, several concepts had been advanced which became the basic assumptions upon which series of new programs were developed in the Atlanta Public Schools. These concepts included the following:

1. The formal school organization is only one of the sources in the community which contributes to the educational advancement of children.

2. Development of communicative and linguistic skills is important to success in school, accomplishment of vocational goals, wholesome orientation and response to environmental situations.

3. Orientation to the needs and understanding of disadvantaged pupils is conducive to harmonious teacher-pupil interactions.

4. Differientated staff teams promote effective teaching and provide a career ladder for the participants.

5. Early childhood is the most opportune time to effect educational and social growth.

6. Identified characteristics of a dropout are low attendance rate, negative self-concept, high mobility rate, and failure to relate to authority figures.

Since 1965 a number of programs which emphasize interactions among the home, school, and community have been initiated in the Atlanta Public Schools.

Historically, the pupil personnel services, including psychological counseling and social services, have focused on giving direct services to pupils referred to them by teachers, other school personnel, parents, pupils themselves, and personnel of community programs. Formal recognition of the provision of psychological services date from 1956, although such services had been afforded on a small scale for many years. The emergence of the program was influenced by the demands of the growing program for exceptional children which required psychological examinations of pupils enrolled in special classes or who were receiving special services.

The development of this phase of pupil services has paralleled the emphasis on recognizing and dealing with individual differences and personalizing educational programs. Atlanta has moved on the premise that the teacher is the person most likely to bring about favorable changes in a child's educational progress and that, in order to fulfill this role, teachers may need technical assistance. Services were provided from the central office during the years 1956 to 1962. In 1963, a decentralization move placed the psychological services personnel into each geographical school area of the city, with professional direction from the central office. Advantages of this move included the narrowing of distance, both geographical and psychological, between the child referred and the counselor-examiner or psychologist; the increase of the staff's knowledge about specific schools and communities; and closer contacts between school and area personnel. The role of the psychologist took on added dimensions since he was on the scene to participate more frequently in inservice education and school staff consultations. By moving the psychologists closer to the children being referred for help, the psychologist was brought closer to all of the children, to teachers, to parents, and to curriculum specialists. Under the stimulus of a common concern for pupil-learning, professional personnel formed themselves naturally into teams and school personnel responded favorably to the new organization.

Formalized guidance services in the elementary schools, begun during 1966-67, are services primarily concerned with assisting the child as a person. This is the process of helping the child to understand and to accept himself in relation to his own needs and those of his environment. The emphasis of these services is upon early identification of the pupils' intellectual, emotional, social, and physical characteristics; development of his talents; diagnosis of his learning difficulties, if any; and early use of available resources to meet his needs.

The parent has the first responsibility and privilege of guiding the child, but the school, through its guidance services, can often be of assistance and can also help the parent in locating and utilizing other available services. Because the community is a contributor to the growth of the child, there should always be clear communication between the community and the school. The guidance program serves as a liaison between school and community, interpreting the needs of the children to the community and presenting the culture, feelings, and situation of the community to the school. Leadership in the guidance program of the school is provided by the principal. Faculty members are deeply involved in the elementary guidance program for much of it is developed by the teachers.

In summary, guidance is a total program of organized services which proceeds to assist the individual to live effectively in his home, school, and community. Essentially this program is a process of helping the child grow and accept a realistic self-concept as a basis for his development.

The social services program conducted by social workers, employed first in 1966-67 with Title I funds, was designed to improve instructional effectiveness in teaching educationally deprived children who had special problems affecting school adjustment or achievement. Accordingly, social workers focused on a broad social service approach for many pupils rather than on a clinical service approach for a limited number of pupils. Activities initiated by the social workers included: individual and group conferences with referred pupils; home visits; individual and group discussions with parents; group sessions with teachers concerning child growth and development; collaboration with teachers and school specialists concerning individual pupils; and cooperative relationships with community agencies. A conscious effort was made to help change the traditional approach of school social services to a comprehensive school-community approach involving case work, group work, and community organization on a consultative and collaborative basis.

By 1968, however, there was widespread recognition that a remedial approach had not resolved the problems of emotional and social disturbances and did not show promise of achieving this goal. Moreover, a single focus of delivering services to treat mental illnesses was felt to be impractical because of the lack of behavioral scientists to provide for the growing need for treatment. Thus, a series of meetings was held with representatives of community groups, most notably the Georgia Mental Health Institute and the Atlanta Mental Health Association, during which the following premesis were identified and upon which the H-S-C project was based. A list of those individuals who participated in these planning sessions is included in Appendix A.

1. An effective preventive approach to developmental problems of children must be designed to reach young children in all socio-economic communities on an organized and extensive basis.

2. Training aimed at preparing classroom teachers and parents to use an understanding of child development and learning theory to help children handle stress and/or to modify behavior should be a major component of the program to prevent the development of malfunctioning behavior.

3. A professional clinical team approach for screening many children in a large system would not be practical. Instead, it would be necessary to lean more heavily on teachers for the early identification of children with problems, if the school system assumes this responsibility.

4. The schools are committed to the development of well-integrated and socially-effective citizens which is a goal that can only be accomplished by collaborating with the home and community services.

5. A preventive approach to the development of emotional and social problems of children is strategic, economical, and timely.

6. Teachers and school specialists, together with parents and other community sources, can initiate procedures and techniques to effect a preventive approach to the development of emotional and social problems of children.

7. An effective program for the prevention and control of emotional and social problems of children will provide a more creative climate than heretofore for the school to assume its educational role.

In May of 1968, a proprosal was submitted to the National Institute of Mental Health (NIMH) which called for a two-step research project. Part One was a simultaneous identification of potential problem children and planning and preparation of the services phase. Part Two was to be a period of implementation of the services to the identified children and an analysis of the results. This first proposal did not receive funding as it was felt to be lacking in specific details of implementation, but interest in such a program was expressed by NIMH and, after a period of more intensive planning, a second proposal, focusing on working with all children on a broader basis, was submitted in September of 1969, which did receive favorable review and resulted in funding of the present H-S-C project.

The Home-School-Community Systems for Child Development project is a primary prevention program conducted under NIMH grant number RO1 MH16666-01A2 for a period of three years beginning July 1, 1970, and ending May 31, 1973. An extension of the project period to August 31, 1973, was later granted without additional funds.

# INTRODUCTION

## I. Objective

A remedial approach has not resolved the problems of emotional and social disturbances and does not show promise of achieving this goal. Moreover, a single focus of delivering services to treat mental illnesses is impractical because of the lack of behavioral scientists to provide for the growing need of treatment. The Home-School-Community project (H-S-C), therefore, was a primary prevention approach aimed at helping "normal" children to cope with the internal and external stresses of daily living. Primary prevention can be defined as a mass attack upon elimination of the possibility of disorder before a symptom ever occurs. It was assumed that this emphasis on helping children to cope with problems of living before the problems actually occur would prevent the development of emotional, social, and behavioral problems.

The H-S-C project was designed to develop a curriculum based on concepts from the behavioral science disciplines to be taught to children in kindergarten through fourth grade, and which could be easily implemented without the need of elaborate teacher-training. A curriculum was also to be developed to present these concepts to parents in order to help them to support and extend the in-school activities, and to improve their functioning as parents.

## II. Background

A review of the related literature has revealed that, during recent decades, there has been an increasing focus on a preventive approach to mental health problems. A number of projects has been developed which are related to the concepts inherent in the present study. These concepts have been mainly concerned with early identification of children with behavioral problems, crisis-intervention, interdisciplinary team approach to providing services, learning theory techniques for teaching children to cope with stress, and the direct teaching of the behavioral sciences as a part of the elementary school curriculum.

Gluech and Gluech (1950) found during their extensive study that potential delinquency can be spotted in two- and three-year-old children. They identified five predictive factors--two social and three constitutional -- to serve as the basis for early identification of potential delinquency. They claim that any competent investigator close to the parents of children can determine the social factors which are the pathology of the parents (criminalism, alocoholism, emotional disturbance, and mental retardation), as well as the attachment of the parents for the child. The three factors identified as constitutional are: extreme restlessness in infancy; nonsubmissiveness of the child to parental authority; and destructiveness in the child. Gluech emphasized the importance of using early identification to stimulate the earliest possible development of preventive services.

The findings of Frank R. Scarpitti's (1964) longitudinal study, which involved all sixth grade teachers in schools located in a slum area of Columbus, Ohio, showed relatively good validity of teachers' predictions of delinquency.

Kvaraceus (1966) reported from his studies that pupil behavior ratings from experienced teachers showed promise as a method of identifying future norm violators.

Bower (1960) concluded, after an extensive review of the literature, that past research in the early identification of children with social and emotional problems tends to point in the direction of teacher-collected information as a reliable and profitable point of focus. Moreover, he went further in confirming this conclusion through research of his own and eventually developed three tools which classroom teachers can use for screening emotionally disturbed children.

A longitudinal study reported by Zax, Cowen, and Rapaport (1968) supported the hypothesis that early disturbances in children can be identified as predictors of later difficulty. The measures reflected achievement, classroom behavior, peer perceptions, attendance, and school-nurse referrals.

Bower and Hollister (1967) reported on the Sumpter Child Study Project which was sponsored by School District Number 17 and the South Carolina Department of Mental Health under a grant (MH947-A1) from the National Institute of Mental Health. This project was designed to prevent developmental problems in children during their preschool and early school years. This program has utilized crisis intervention concepts, early team work between psychiatric resources and the significant adults surrounding the child, and creative uses of community resources.

Cowen and others (1967) reported on a project for the early identification and prevention of emotional disturbances in the children of a public school in Rochester, New York. This project provided a team consisting of a full-time psychologist and social worker, a psychiatric consultant, and volunteers to work with teachers, parents, and children of a single school. The focus in the program was apparently to provide compensatory services within the activity areas of the project.

Glenn and Bledsoe (1960) concluded their three-year study of mental health in the College Avenue Elementary School that many mental disorders have their origins in unfortunate childhood experiences and that school staff members should be alert and mindful of the characteristics which may indicate mental or emotional disturbances. They point out that understanding self and others, understanding the various antecedents and symptoms of mental illnesses, and understanding human behavior are the important goals of mental health in education.

Griggs and Bonney (1970) used professional staff members of a mental health clinic to teach "causal understanding" to fourth and fifth graders. They obtained positive gains as measured by a variety of social and personal behavior-rating.

Schiff (1970) described an eight-year-old intervention program being conducted with first grade children in Chicago using weekly "rap sessions" conducted by the staff of a mental health center. Finally, the results of a survey conducted by the Educational Research Service (1972) indicate that of 108 school systems reporting, 28 per cent employ some sort of "human relations specialist" ranging in staff positions from specialist to assistant superintendent and in function from media development to urban crisis liaison.

The past few years have seen a marked increase in the number of programs aimed at teaching behavioral sciences undertaken by state, local, and public school systems. A variety of terms, usually undefined, has been used to describe these programs, such as "Human Relations Training", "Affective Education", "Humanistic Education", and "Behavioral Education." For the purpose of this report, the term affective education will be used, as it has been commonly adopted by the Atlanta Public Schools, to differentiate such programs from traditional academic or cognitive education. Operationally, affective education will be defined as an educational program which has emotions and feelings as the primary subject matter. This is similar to the definition proposed by Fagan and Checkron (1972).

The increasing interest in the direct approach to teaching the behavioral sciences as a part of the elementary school curriculum was supported by Roen (1967). He pointed out that, from a developmental point of view, a study of the issues in child development and behavior would make the natural inquistiveness of the pupils even more keen when they are inquiring about themselves.

Ojemann (1958) summarized a number of public school programs in this area and concluded that: (1) these investigations showed that children in the elementary grades can learn the beginnings of dynamic behavior; (2) they can learn to apply this knowledge in their relations with others; and (3) the process of learning about human behavior can be greatly extended on the elementary school level. In a series of studies which began as early as 1941, Ojemann (1953) and his associates emphasized the axiom that behavior is caused. Spano (1965) revised the original Causal Test by Ojemann and used it as one of the instruments in a study to measure the effects which the behavioral science teaching program had on pupils. The results of Spano's study showed a significant initial relationship between causal thinking and social adjustment.

More recently, there has been a great variety of reports of projects underway in all areas of the country.

Gibson (1969) described the development of the "inter-group relations curriculum" currently being researched in a Massachusetts School System. This program includes the training of classroom teachers to implement the program in the schools.

Many authors have addressed themselves to the question of the impact of teacher personality on the achievement and emotional well-being of the pupil. Mantaro (1972) studied the relationship between the reading teacher and the pupil's reading achievement and his self-concept. She found that ease of learning is directly related to the pupil's perception of his relationship with the teacher and concluded that this perception is a good indicator of teacher effectiveness.

Devault (1967) investigated the impact of teacher behavior on the mental health of elementary school chidlren. It was found that the personal dimension of the teachers' communication patterns consistently related to various measures of pupil school adjustment.

The importance of parental influences on child development was emphasized in a study by Stolz (1968), which gathered descriptive material concerning the causes underlying the practices of parents. The study attempted to uncover influences that parents can identify which may be amenable to change through communicating to the parents information and advice about the care and guidance of their children. The findings of this study showed that fathers are more highly motivated than mothers by values and beliefs, while mothers are guided more than fathers by communication sources and environmental situations.

In reviewing the relevant literature summarized above, it became evident that, although many innovative approaches to preventing mental health problems in children are currently being used in elementary school settings, there is little evidence of any systematic attempts to research and evaluate the results of such programs. The present study, then, was designed to build on the experiences of other programs including some of the aspects of the projects reported in this review of literature. The H-S-C project focused on the involvement of teachers and on an interdisciplinary team to develop training programs and ancillary preventive activities which would fit into a mix of other innovative school and community services. Emphasis was laid on careful evaluation of the effects of these activities as well as the actual program development. It was believed that this approach to the prevention of emotional disturbances in children would have the promise of achieving significant results.

## III. Rationale

It was assumed that young children from homes of all socio-economic and cultural backgrounds were confronted with the tasks of coping with social and emotional stresses in the process of daily living. Environmental factors affect the kinds and intensity of these stresses. Moreover, it was recognized that the predominant motivating factor in providing community services (health, social services, recreation, informal education, and planning) was remedial in nature. Nevertheless, the strategy of the H-S-C project was to mobilize help for the child so that he might strengthen his ability to cope with the problems of living and, thereby, prevent the development of deviant behaviors.

Since the school is the only institution in the community which serves all the children of all the people, receiving them at an early age and maintaining a close and continual relationship with them during their developmental years, it seemed logical that the Atlanta Public Schools should initiate a plan to prevent the development of emotional and social problems in children. Moreover, it seemed logical that teachers were the adults in the school setting who have the most influence of the pupils while they are in school. It was recognized that school-based programs have been highly successful in identifying children with problems and in providng special help for coping with the stresses involved. The design of the present project was to build on the experiences of significant mental health programs so as to go byeond current practice and accelerate progress in preventing mental illness and deviant behavior.

Professional behavioral scientists generally agree that there is a great need, particularly in low socio-economic communities, to help children with their adjustment problems. However, teachers often do not have the same orientation as the behavioral scientists. Moreover, teachers and pupils must often interact in classroom situations with others of different socio-economic and/or cultural backgrounds. Such situations may produce stress for teachers or pupils. Accordingly, this project was designed to develop a model teacher-training curriculum component through studying teacher-pupil, parent-child, and teacher-parent interaction processes, focused on modifying and preventing abnormal behavioral patterns.

It would appear, then, that a preventive approach to mental health problems can be considered superior to a remedial approach; that the principles of the behavioral sciences can be taught to primary grade children in the elementary schools; and that schools are, perhaps, the most influential agency in the community since they involve all strata of society. Further, it seems evident that a combined approach through home, school, and community would have the most wide-spread effect on these children in that it would be necessary to educate parents and teachers, as well as children, in the principles of the behavioral sciences in order for such a program to have optimum effect.

## IV. Purpose

Based on the above rationale, the purposes of the Home-School-Community project may be summarized as follows:

1. to develop a curriculum based on concepts from behavioral sciences disciplines to be taught to children in kindergarten through fourth grade;

2. to develop a curriculum to present these concepts to parents which would help them to support and extend the in-school activities;

3. to develop a training program for teachers which would prepare them to teach the behavioral sciences curriculum; and

4. to implement the H-S-C program in the classroom, through a program of parent education and through cooperation with community resources.

It was predicted that participation in this program of affective education would result in measurable gains by pupils in various areas of social and emotional development as measured by standardized testing instruments, structured observation procedures, and reports obtained from teachers and parents

1. Subjects in the experimental group will exhibit significantly greater positive changes in selected behaviors than subjects in the control group.

2. Experimental subjects will exhibit significantly greater gains in knowledge of social causality than control subjects.

3. Experimental Subjects will exhibit positive and significantly greater changes in self-concept than will control subjects.

4. Subjects in the experimental group will exhibit significantly greater positive changes in attitude toward school than subjects in the control group.

5. Differential effects will occur within both experimental and control groups as a result of socio-economic status, sex, and age (grade level).

# PROCEDURE

## I. Organization of the Project

The H-S-C project was funded to begin operations in June, 1970; however, no active work began until much later because of difficulty in staffing the project initially. Moreover, there has been considerable turnover in personnel, especially within the Division of Research and Development, throughout the project period of three years.

The original proposal called for the following staff: (1) Dr. Bartolo J. Spano, Director and Research Associate; (2) a half-time Graduate Research Assistant; (3) three Pupil Services Coordinators; (4) two Instructional Aides; (5) one statistician; and (6) one secretary. This organization, in fact, never came into being as Dr. Spano was unable at the last moment to assume the directorship of the project and no suitable replacement could be located. With NIMH sanction, the organization of the project was molded to fit the reality of available personnel.

First, the directorship function was vested in a consortium of consultants led by Dr. John Wright, presently of the Florida Mental Health Institute, Tampa, Florida. The first staff members, Robert Kagey, Research Assistant and Roxilu Bohrer, who was named Directing Coordinator, were assigned to the project in August and Octoberf 1970, respectively. The consortium initiated work on the project in November, 1970. In the process of replacing the director's position, Dr. Jarvis Barnes, Assistant Superintendent for Research and Development Division of the Atlanta Public Schools, was designated the Principal Investigator, which was a non-salaried position with a 25 per cent time commitment. The two remaining Coordinator positions were filled by Betty Mapp and Donna Sellen in November, 1970, and February, 1971, respectively. When the directorship was vested in the consultants and the Coordinator-Director administration of the project was transferred to the Instructional Division, rather than the Research and Development Division.

The research function of the original Director-Research Associate position is presently vested in a half-time Research Assistant, under the Research and Development Division, and a half-time Graduate Research Assistant, also under this division.

The position of Research Assistant has been filled by three persons during the project period. Robert Kagey, originally filled the position from September, 1970, through August, 1971. James Applefield served as Research Assistant from September, 1971, through February, 1972. Thomas H. Tidrick has served in the position from 1971, to the close of the project period. The position of Graduate Assistant has also been held by three separate people. Thomas H. Tidrick served in this position from September, 1970, to February, 1972. Barbara Thomason held this position from February, 1972, until September, 1972, and Jill A. Slavin took over this position in October, 1972, through the end of the project period.

The above organizational structure lasted through the summer of 1972. Starting with the beginning of school in September, 1972, the coordinators were transferred from the Instructional Division to the Area III Superintendent's office. The Research and Development Division is primarily responsible for preparing special project proposals for funding, evaluating special projects, and generally analyzing data. obtained from the public schools. The Instructional Division is primarily responsible for preparing the curriculum and inservice training for teachers. These are both staff divisions. The Area Offices are line divisions directly responsible for operating the schools with the principal answering to the Area Superintendent. From this shifting leadership, one could easily expect the primary emphasis of the project to move from special projects research to development of curriculum to operations. In fact, this shifting emphasis appears to have taken place.

According to the original plan, the three coordinators were to serve as a central cadre of trained personnel with special but complementary skills who would train the teachers, develop the curriculum, and generally aid in the presentation of the program to the pupils, as well as parents. As the organization has evolved, Mrs. Bohrer has assumed the task of coordinating the administration of the project, while each of the other two coordinators has become identified with one of the experimental schools instead of dividing their duties into curriculum development and pupil services, as had been originally planned. In addition, Mrs. Ester Wilcox was added to the staff in 1972-73 school year on released-teacher status to serve as liaison with the parents of Spanish-speaking children in one of the experimental schools, to translate the materials into Spanish, and to work with those children in the school who could not function fully in the English-speaking program. Figure 1 presents an organizational chart which will clarify the preceeding explanation and the final organization of the H-S-C staff.

The function of each of the major staff members as they finally evolved during the last year of the project is described below:

1. Principal Investigator (unsalaried position, 25 per cent time commitment).

    The Assistant Superintendent for the Research and Development Division served as Principal Investigator for the project. His function was to supervise the technical and research aspects of the project and to consult with the entire project staff as appropriate.

2. Research Assistant (50 per cent time commitment)

    Working within the Research and Development Division, the Research Assistant was responsible for designing the evaluation plan for the project, for conducting the evaluation of the project, for serving as a communication link between the Atlanta Public Schools and the National Institute of Mental Health, and for providing feedback to the project staff as to the results of the project.

3. Graduate Research Assistant (50 per cent time commitment)

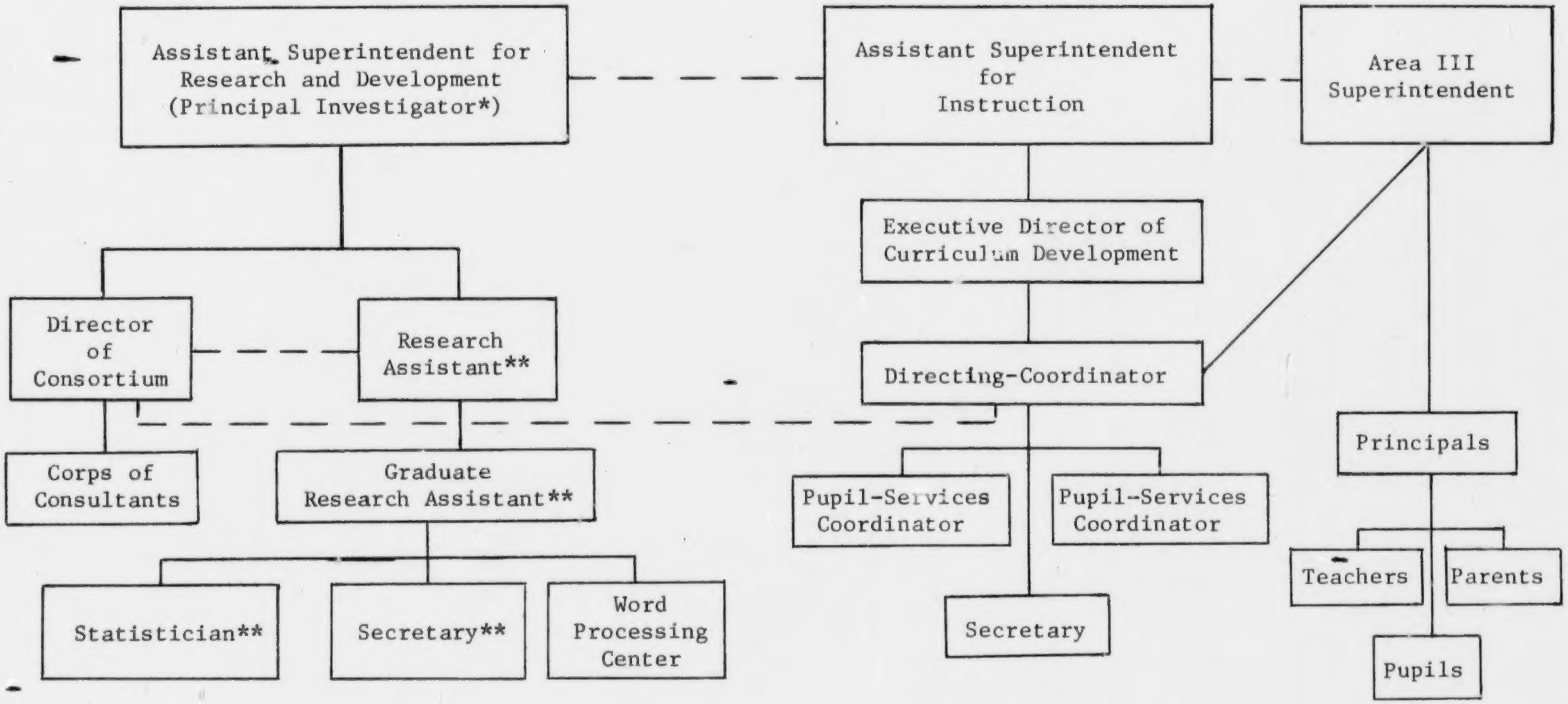
    The Graduate Research Assistant worked with the Research Assistant in carrying out the duties described above, taking primary responsibility for the preparation of progress reports and other communication.

4. Statistician (50 per cent time commitment)

    The Statistician was also a member of the Research and Development Division staff and was responsible for assisting the Research Assistants in manipulating the data for statisticial analysis.

FIGURE 1

ORGANIZATIONAL CHART OF H-S-C STAFF
(1972-73)


Assistant Superintendent for Research and Development (Principal Investigator*)
Assistant Superintendent for Instruction
Area III Superintendent
Executive Director of Curriculum Development
Director of Consortium
Research Assistant**
Directing-Coordinator
Principals
Corps of Consultants
Graduate Research Assistant**
Pupil-Services Coordinator
Pupil-Services Coordinator
Teachers
Parents
Statistician**
Secretary**
Word Processing Center
Secretary
Pupils

*25 per cent time--unsalaried.
**50 per cent time--salaried.

5. Directing-Coordinator

This position involved the administrative responsibilities for developing the H-S-C project and coordinating the activities of the implementation staff. The Directing-Coordinator also participated in all of the activities carried out by the Pupil-Services Coordinators.

6. Pupil-Services Coordinators (2)

These coordinators, each assigned to one of the experimental schools, were responsible for the development of the curricula, setting up resource classrooms within the experimental schools, and providing inservice training and support for the project teachers within the schools.

7. Released-Teacher -- Bilingual

This position was created to aid those children and families within one of the experimental schools who had recently moved to the community and whose primary language for communication was Spanish. The duties of the released-teacher were to translate the parent materials into Spanish and to work with those children who could not benefit from the program presented in English.

8. Instructional Aides (4)

The Instructional Aides were assigned one to each of the four project schools, and were used to assist the coordinators in whatever way they felt appropriate, usually as small group leaders for the H-S-C project, or to release teachers for conferences with the Coordinators. In the control schools, their time was divided equally among the teachers in grades one through four. The aides also assisted during pretesting and posttesting sessions.

9. Consortium of Consultants

After several plans for utilization of the Consortium were evolved and rejected, the role of the Consortium was finally clarified by listing several specific tasks as described below:

## Functions of Consultants

1. Development of preliminary outline of concepts from psychology, sociology, anthropology, and other areas appropriate for inclusion in the curriculum and delineation of these concepts into several levels of understanding.

2. Periodically review with the project staff the concepts included in several commercially prepared kits of behavioral science materials to determine what additional concepts needed to be developed.

3. Assist in revising, redefining, or restructuring concepts as the curriculum materials were field tested.

4. Assist staff with the development of the research design.

5. Assist staff in operationally defining behavioral objectives with children, parents, and teachers.

6. Identify and/or develop instruments for the measurement of operationally defined behavioral objectives.

7. Meet with staff, teachers, and principals to present an over-view of various classroom management techniques.

8. Assist staff in developing demonstrations of role playing, behavior modification and other teaching techniques, and assist in the evaluation of changes in teacher attitudes during summer workshops.

9. Meet periodically with parent groups and assist in the evaluation of changes in parent attitudes.

10. Work with the staff to relate the project interest expressed by parents and community groups.

11. Assist in the interpretation of the project's results.

## II. Subjects

Subjects for this study were 677 elementary school children in kindergarten through fourth grade. There were 321 subjects in the experimental group and 356 subjects in the control group. In addition to the elementary students and their parents, there were 13 elementary school teachers in the experimental schools. Due to the usual problems of student transfers and absences, not all measures were obtained for all of the subjects.

In selecting the two experimental and two control schools for the study, the following criteria were established and Area Superintendents were asked to select schools in their areas which would satisfy these criteria.

1. A relatively stable pupil enrollment so that the majority of those who started the program would be there two years later.

2. The school was not to be involved with other special projects so as not to contaminate the research findings.

3. The staff of the school (principal, teachers, and supportive personnel) should be generally interested in contributing toward the development of the program for preventing emotional and behavioral disroders of children and willing to work with innovative materials and creative techniques for developing concepts about human behavior from psychology, sociology, and anthropology in a way that primary children could comprehend.

4. Four schools were to be selected to participate: two upper socio-economic area schools and two lower socio-economic area schools. One school in each socio-economic area was to serve as an experimental school where the program would be introducted and the other school to serve as a control for research purposes.

5. Schools selected to participate were to agree to serve as either experimental or control schools with the knowledge that both were equally important in the overall development of the project and with the assurance that materials and procedures found effective as a result of the research would be implemented in the control schools at the earliest possible opporunity.

6. In each of the two experimental schools two teachers, at each grade level (initially kindergarten through third grade) were to agree to implement the program in their classrooms beginning in September, 1971. Those teachers were to attend a six-week workshop in the summer of 1971 and the principals in the two experimental schools to attend a two-week workshop.

7. Participating schools were to have an enrollment of at least 50 children at each grade level so that there would be two sections at each grade level.

A list of nineteen schools was submitted by the Area Superintendents. Information from each school was collected on enrollment, student mobility, number of teachers at each grade level, socio-economic level of the population served by the school, achievement indices, and subjective information on faculty interest in the project. The coordinators met with the faculty of each of the nineteen schools to introduce the teachers to the project and to discuss their willingness to participate in the summer workshop.

From this list, two experimental schools (Rock Springs and Finch Elementary Schools) and two control schools (Garden Hills and Forrest Schools) were selected to participate in the project. Of the four schools, Rock Springs and Garden Hills Schools were judged to be in the high-middle socio-economic area, and Forrest and Finch Schools were judged to be in the low socio-economic area. (See Table 1)

The two schools in each area (one experimental and one control) were matched on the variables of size, mobility, and achievement indices, as well as socio-economic status.

## III. Materials And Supplies

### A. Classroom Curriculum

Development of the classroom curriculum was one of the major activities throughout the three-year project period. Each curriculum lesson was developed around a specific concept and includes behavioral objectives, instructional activities, and an evaluation of success in achieving the objectives. The final revision of the curriculum includes lessons planned around 15 different concepts relevant to

## TABLE 1

## BREAKDOWN OF SUBJECTS BY GRADE AND SEX

| | Experimental | | Control | | |
|---|---|---|---|---|---|
| Grade | Male | Female | Male | Female | Total |
| 1 | 39 | 30 | 42 | 45 | 156 |
| 2 | 38 | 39 | 39 | 44 | 160 |
| 3 | 43 | 37 | 53 | 40 | 173 |
| 4 | 51 | 44 | 49 | 44 | 188 |
| Total | 171 | 150 | 183 | 173 | 677 |

mental and social adjustment, which are color coded by category and punched for convenient placement in a looseleaf notebook. A complete copy of the classroom curriculum is included in this report and may be found in Appendix C.

## B. Parent Curriculum

The parent curriculum was initially developed during the second year of the project. The final revision was not completed until the third year of the project. This curriculum is attractively packaged and was designed to acquaint parents with the materials being presented to the children at school and to provide them with information that would be useful in carrying out the program at home. Suggestions are given for ways parents can help their children to cope with common problems of elementary school children without resorting to punishment. Great stress is laid on developing a viable communication system with the child. A copy of the parent curriculum is included in Appendix C.

## C. Professional Materials

An exhaustive survey was made of existing professional educational materials in the mental health area and a variety of kits, filmstrips, records, tape cassettes, and books were purchased for use in implementing the program. Complete sets of these professional materials were purchased in sufficient quantity to be easily shared by the project teachers and a set of library books for children was placed in each of the experimental schools. An annotated bibliography of these books as well as descriptions of the professional materials are included in Appendix B.

## D. Equipment

Each experimental school was provided with a portable video-tape recording outfit, which was used primarily for demonstration of sample lessons for parents and also as a technique for providing inservice training for teachers. Project teachers were also given the use of a variety of other audio-visual equipment including filmstrip projectors, opaque projectors, phonographs, audio-cassette tape recorders, and Instamatic and Polaroid cameras, several of which were purchased for each experimental school.

## IV. Implementation Process

A detailed description of each of the project activities is given below, arranged by categories. In order to give a clear picutre of the sequence of these activities, the following brief chronological outline is also presented.

As described earlier in the report, the H-S-C project was funded to begin operation in June of 1970. The first months of the project were spent in identifying the initial project staff members and, in November of 1970, this process had been completed and the planning phase of the project was in full swing. From that time until summer of 1971, the major activities of the project staff were aimed toward the initial development of the classroom curriculum, identifying the subjects for the study, planning the summer workshop for the teachers, and acquiring the necessary equipment and materials for the project. During the summer of 1971, a six-week workshop was held for the project teachers in order to acquaint them with the philosophy and techniques of the H-S-C program and with their assistance, to develop the curriculum to the point where it could be used in the classroom.

Actual implementation of the H-S-C program was begun during the school year of 1971-72. The subjects were pretested in September of 1971, and posttesting was completed in May of 1972. During this year, the curriculum and program were implemented in the classrooms of the experimental schools, parent meetings were held approximately once a month, and teachers participated in on-going inservice training. This training was found difficult to arrange during the school year as there was resistance to having teachers absent from the classrooms. During the summer of 1972, the project staff and the teachers of the experimental schools again met in a workshop of one week to revise the curriculum into final form, to continue to work on the parent curriculum, and to evaluate the progress of the H-S-C program in general, making changes where necessary.

The second year of implementation (third project year) was conducted during the school year of 1972-73, and included essentially the same activities as described for the previous year.

By March of 1973, the final posttesting had been completed and the coordinators moved out of the schools and devoted themselves to finalizing the project materials and preparing descriptions of the program in a variety of media for dissemination within and outside of the school system. During June of 1973, two, two-day workshops and one two-week workshop were held in order to facilitate implementation of the H-S-C program within the Atlanta Public Schools. Approximately one hundred classroom teachers and other interested professionals participated in these workshops. In addition, the Directing-Coordinator assisted with two "retreats" held in May of 1973 for the leadership teams in 20 schools participating in the Elementary Curriculum Revision Project.

## B. Development of The Curricula

A vast amount of energy and time has been invested in the development of the curricula and the two subsequent major revisions. The initial inspiration of the H-S-C curriculum package had its roots in material developed by Dr. Ralph Ojemann (1953), which centers around the concept of a causal approach to behavior. Active investigation and research of already existent behavioral science curricula (in addition to the Ojemann materials) were begun by Mrs. Bohrer in November of 1970. This search led her to professional libraries where a thorough review of various curriculum packages, filmstrips, and study guides was made. Mrs. Bohrer's research led her to the discovery that significant developments were already occurring in the area of affective education and that such developments could serve as valuable resources in the construction of the H-S-C curriculum package. By March of 1971 a system of "process consultation" was implemented with the consortium whereby the psychologists involved identified concepts from psychology, sociology, and anthropology, and other related fields with the coordinators, then developed them through the elaboration of these concepts into several levels of understanding. The basic outline of the curriculum, therefore, including concepts and project objectives, was original to the project although its conceptual basis did have its roots in formerly developed materials. In addition to the Ojemann materials (O), basic materials utilized included: the Harcourt-Brace Science Series -- Concepts and Values (H. B.); Focus On Self, Stage 1, Awareness and Stage II, Responding --Science Research Associates (SRA); and Developing an Understanding of Self and Others by Dinkmeyer (DUSO).

Further development and revision of curriculum took place in the summer workshop with teachers in June and July of 1971. During this workshop, which was primarily for preparing the teachers to teach the behavioral science curriculum, the teachers took a major part in developing specific units within the elaborate framework of concepts, behavioral objectives, activities and evaluation techniques previously developed by the coordinators and consultants.

Working as a group on this activity gave the teachers an opportunity to become familiar with the available social science materials and the curriculum concepts. The teachers' task was to fit the materials into the concepts and behavioral objectives. In pursuing this goal it was also planned that the teachers collectively add other activities that would be instrumental in attaining the behavioral objectives.

Two teachers were assigned to at least two units of the curriculum. However, group sizes varied and, in fact, teachers from one of the schools often worked as one large team in dealing with the units from the curriculum. After studying the concepts and objectives of the units, the teachers searched the available materials and drew on indivdiual experiences and ideas to derive specific activities designed to meet the objectives. Coordinators were always available and helped the teachers with their curriculum work. In addition, the coordinators and teachers frequently discussed curriculum strategies as a large group.

Following the summer workshop, at which juncture the format of the curriculum had developed to include project objectives, as well as concepts and behavioral objectives incorporated within each unit, the coordinators began the task of editing. Essentially, editing at this point consisted of organizing into units (involving the combination, deletion, and addition of concepts) the basic concepts originally arrived at by the coordinators and consultants prior to the workshop, with the addition of project objectives specific for each unit, the activities suggested by the teachers, and the specification of teacher activities designed to measure accomplishment of behavioral objectives.

Specific additions to the curriculum following the summer workshop, not incorporated in the previously suggested concepts, included six units on negative behaviors (lying, stealing, etc.) and three units involving the concepts of cooperation, listening, and expectations. Deletion and combination of the original concepts took place primarily in the areas of growth, body awareness, and feelings, whereby a number of concepts were incorporated within a large unit. A total of twenty-seven units was included in the 1971 curriculum, a list of which is presented in Appendix C.

At this point, however, the curriculum was still considered to be in the formative stages of development. The teachers working with the materials were instructed to add and strike activities during the year, making marginal notes concerning the effectiveness of the lessons and deciding which activities and objectives worked best within a developmental stage.

Corresponding to the various activities incorporated within the units, the coordinators designed three developmental stages of children four to eleven years of age. These stages were: (1) four to seven years, (2) seven to nine years, and (3) nine to eleven years. The stages were designed to help place the objectives and activities appropriately in working with a given child.

In addition, two levels of achievement in understanding and applying the behavioral objectives were designated. The first level was a basic awareness or knowledge of the concept. For each unit there was identified an optimum performance objective which seemed to be the one central object of the unit. If the student was able to function at this level, then he was considered to have internalized the process. In addition, some of the objectives within the units required an internalization of the concept for the learner to be able to accomplish the evaluation. This was especially true in the units where self-awareness was the theme. Diagnosing for a particular objective then, was to be done by using the behavioral objectives as diagnostic procedures.

Teachers were asked to plan a daily learning experience of approximately 20 minutes based on the activities suggested. Not all activities had to be used. The hope was expressed that each teacher would reinforce the concepts in the units whenever the opporutnity arose, both in the classroom and on the playground.

A second workshop was held for the teachers at the end of the 1971-72 school year, the purpose of which was again to revise the curriculum materials. Major changes occurring in the curriculum as a result of this workshop included deletion of the units on negative behaviors from the body of the curriculum and placing of these units in the back of the curriculum to be used only as need arose. It had been reported by the project teachers that teaching of these particular units appeared to have encouraged the children to engage in these negative behaviors. Also deleted were the more heavily cognitive units with the overall trend of the curriculum moving farther away from the didatic toward a more pervasive and integrative experiential process. A total of fifteen units remained at the end of the 1972 revision period.

The final revision of the curriculum was made by the coordinators during the last two months of the project, (June and July, 1973). The basic form and content of the 1972 revision were retained and editing consisted of the addition of clarifying materials in the introduction of the curriculum and minor rewriting of some of the concepts and activities contained in the body of the curriculum.

The parent curriculum has taken several forms throughout the project period. Initially, materials supplementary to the units being taught at school were sent home to the parents in the form of single sheets, often attractively presented through cartoons and line drawings. Suggestions of activities to be carried out at home and space for comments and suggestions were provided. Thus, the parents were able to coordinate their efforts and interests in their children with the school program. Samples of these materials are contained in Appendix . It was felt, however, that a serious drawback of this system was that individual sheets could be easily misplaced in the home and that the parents would not be receiving a comprehensive overview of the program.

In the fall of 1972, a developmental edition of the parent curriculum which was designed to teach the basic concepts of the H-S-C program to the parents and to give them guidelines for dealing with specific problems in the home, was completed. This edition consisted of two mimeographed handbooks.

The first was a complete guide to all the units contained in the classroom curriculum, listing both the activities the children wre participating in at school and suggestions for activities for the parents to carry on at home. Specific illustrations of desirable and undersirable parent response to the children's problems were presented in the form of cartoons. The second booklet was titled "Coping with Children's Behaviors" and dealt with undesirable behaviors in children, such as specific fears, lying, stealing, etc. Again, cartoons were used to demonstrate desirable and undesirable responses of the parents.

The final edition of the parent curriculum was completed with the help of two commercial media consultants in July 1973, and was an attempt to overcome what was felt to be unnecessarily complex language in the previous edition and to present material in a more attractive form.

As one of the experimental schools has a high proporation of Spanish-speaking children, a bilingual released-teacher was added to the project during the second year of implementation to present the program in Spanish to children and parents who could not comprehend it in English. This teacher has also been responsible for translating all of the curriculum materials into Spanish for the parents.

### C. Teacher Training

Three modes of providing training and orientation for the teachers in the H-S-C project have been used: intensive summer workshops, one-day inservice workshops, and on-site consultation with coordinators. The most elaborate of these methods was the initial summer workshop for teachers, which was held in July of 1971, and covered a period of six weeks. Teachers volunteering to attend this workshop were paid a stipend congruent with their regular salary for the six-week period.

#### 1. Summer Workshop

The major purpose of the summer workshop was to prepare teachers to teach the behvioral science curriculum, which was then being developed by the Home-School-Community project staff. Teachers from the two experimental schools in grades kindergarten through three participated in the workshop, a total of fifteen teachers and two principals. A secondary purpose of the workshop was to gain the assistance of the teachers in preparing the activities and goals for the classroom curriculum and these activities have been described above in the section concerning curriculum development. Approximately one-half of the teachers participated for three weeks, eight hours a day; the remaining teachers came for approximately six weeks, but only during the morning hours. Regardless of the length of time, all teachers put in the same total number of hours.

The general goals for the teachers during this workshop were as follows:

a. The teachers will develop an attitude of acceptance toward all children in their rooms.

b. The teachers will understand and appreciate the basic concepts of the program and help the children internalize them.

c. The teachers will learn to guide interactions of individuals and groups by developing the communication skills of reflective listening, congruent message-sending, and activitating the problem-solving process.

d. The teachers will understand that behavior is caused, and is a function of its consequence, and will develop constructive techniques for working with their pupils based on that knowledge.

e. Participants will become involved in planning and carrying out learning activities and experiences appropriate to their own particular needs after examining the learning activity packets.

f. The teachers will experience the same open climate conducive to the acceptance of learning which they can re-create in their classrooms.

g. Teachers will be able to establish their own goals for personal growth which, if they are able to internalize, will help them in their relationships with children, parents, and co-workers.

The Core Consortium of four psychologists working in the Atlanta area accepted a major responsibility for conducting the summer workshop during which time they met with the teachers on a daily basis. The morning hours of the first three weeks consisted of lectures, role playing, and discussion of concepts and techniques to be used by the teachers. At least two hours per day was devoted to materials and to activities planned by the consultants. Doctors Robert Saxe, Richard Lyles, Douglas Slavin, and William Davidov conducted this portion of the workshop. Dr. Saxe dealt with the clarification of certain psychological concepts and in developing competencies in working with parents. The teachers developed insight and gained experience in conducting parent conferences, talking with parent groups, relating to parents, and involving parents in the school projects. Dr. Lyles devoted his time to a well-organized presentaiton on rational-emotive processes of communication and developing self-awareness. Doctors Slavin and Davidov discussed group processes and communication skills. Mrs. Bohrer introduced the teachers to the ideas and some basic techniques of Self-Enhancing Education (SEE) as developed by Norma Randolph (1966). Finally, Mrs. Donna Baker from the Atlanta Follow Through Program gave a two-day presentation on interaction games, their construction, and use. These games, used in the local Follow Through Program, provided a means for individualizing instruction, small group interaction and peer-to-peer tutoring. The games, primarily in the areas of mathematics and social studies, have significant self-correcting aspects to them. This quality is extemely important for individualizing instruction.

The curriculum for the workshop consisted of nine "instructional packages." Several of the packages were individualized to encourage the teachers to progress at their own rate. Other packages were group activities which required the participation of all of the teachers. Packages seven, eight, and nine (role playing, self-awareness, communication skills, and behavior modification techniques) were developed and conducted by members of the consortium. Packages five and six were optional. The complete training program for this initial workshop is labeled "Training Package I" and may be found in Appendix D.

### 2. Inservice Training

A second method of teacher training involved structured inservice workshops. Originally, four inservice workshop days per school year had been planned, but scheduling difficulties prevented the use of all of the eight days as described previously.

One of the major topics of these inservice workshops has been Self-Enhancing Education (SEE). Norma Randolph, originator of SEE has been a most valuable consultant to the project since her initial introduction to it in June of 1971, through Mrs. Bohrer, who had attended one of Mrs. Randolph's workshops in North Dakota. Self-Enhancing Education is an educational model based upon effective communcation principles (reflective listening and congruent forethought in sending of messages; awareness and ownership feelings; taking responsibility for the behavior) and active problem-solving processes. During the 1971-72 school year, Mrs. Bohrer, Mrs. Mapp, and Mrs. Sellen all participated in both the basic and advanced Self-Enhancing Education courses in Atlanta, sponsored by the Metro Atlanta Mental Health Association at the instigation of the Directing-Coordinator. During the last week in October of 1971, Mrs. Randolph gave a three-day workshop on SEE. As presented at that time, the crucial processes of this technique involved the two skills of reflective listening and congruent sending of messages. Transactional analysis underlies a substantial part of Self-Enhancing Education. But the SEE approach was developed in the classroom for the classroom. A major thrust of the SEE process is the systematic effort which is made to locate major responsibility for behavior in each student or individual.

The first day of this special workshop was spent with the project teachers, followed by a second day during which Mrs. Randolph demonstrated her problem-solving techniques in the two experimental schools. She dealt with the problems identified voluntarily by four classroom teachers. Administrative and research personnel from the Atlanta Public Schools participated in morning and afternoon workshops on the third day. The teachers were excited and encouraged by Mrs. Randolph's Self-Enhancing Education technique and sought additional help and information from the project staff in this area.

In conjunction with teacher initiatives, the Coordinators have capitalized upon the Self-Enhancing Education process, encouraging its use. Mrs. Randolph was invited back to Atlanta by the Georgia Association of Mental Health to teach an introductory and an advanced course in SEE, each consisting of 30 hours of instruction. Mrs. Mapp attended the one workshop, and Mrs. Sellen attended both workshops. Both Coordinators were highly motivated to begin to work more intensively with the teachers and the children.

In addition to the workshops and training courses, Mrs. Randolph has consulted privately with the staff (a total of two days) with regard to specific concerns related to the H-S-C curriculum and project in general. Indirectly, then, through the teaching of the coordinators and the project teachers, themselves, Mrs. Randolph has exerted an important influence on the project in general as her concepts and principles have been activated through the staff in both parent and teacher meetings and workshops on implementation in the classroom.

Other inservice workshops have been conducted solely by the project staff and involved refresher courses for project teachers, as well as orientation for teachers who joined the project without having had the initial training. Other workshops have made use of the basic core of consultants as speakers, as well as additional psychology consultants in the Atlanta area.

### 3. On-Site Consultation

Throughout the school year the coordinators held regular meetings with the project teachers to orient new teachers to the H-S-C project, to discuss particular problems that teachers might be having with the program, and to demonstrate techniques and activities.

Finally, at the end of the project period, two two-day and one two-week workshops were held in order to facilitate implementation of the H-S-C program system-wide within the Atlanta Public Schools. For the two two-day workshops, notices were sent to elementary school teachers, principals, and allied professionals, inviting them to participate in the program. For the two-week workshop, increment credit for advancement on the salary scale was offered for forty hours of participation and successful completion of a series of "training modules."

Candidates for the workshop were recruited from those schools which were to be involved in a court-ordered integration plan to be implemented during the 1973-74 school year. Additional candidates were recruited from schools which were scheduled to participate in implementing the Elementary Curriculum Revision for the coming year. Both of these events were predicted to involve massive changes and to be probably sources of stress for teachers, pupils, and parents.

The Atlanta Public School System was faced with a mandate to provide Human Relations Training to school personnel who would be involved in the transfer plans and it was felt that the H-S-C program was the best available means of accomplishing this goal.

Conducting these workshops presented a considerable burden for the Coordinators but was also additional evidence of the program's success and of a commitment on the part of the school system to the need for this type of education.

It was felt that the initial training workshop for the teachers had been somewhat unsuccessful in giving the teachers the skills needed to effectively conduct the H-S-C program in the classroom and that too much emphasis had been laid (perhaps by necessity) on curriculum development. The emphasis, therefore, for this final workshop was on equipping teachers with a range of communication skills in order that they might better be able to handle the program. A series of "performance modules" were written by the project staff, containing specific behavioral objectives for the teachers. The workshop itself was conducted by the project staff and included orientation to the H-S-C goals, methods, and materials, with major emphasis on creating an environment of trust and respect within the classroom. Also, based upon experience with the curriculum during the project period, techniques for integrating the H-S-C curriculum with regular academic subjects were stressed as this seemed to be the most effective means of presenting the program. The complete training package was published at the end of the project period to be disseminated with the H-S-C curriculum materials. For the purpose of this report it is labled "Training Package II" and may be found in Appendix D.

In designing this final training program, a number of resources, which had been found most useful throughout the project, were used, most notably techniques and materials developed by Randolph (1966), Gordon (1970), and Branan (1972). A complete list of resources for inservice training courses, which was disseminated to interested persons, is contained in Appendix D.

## Implementation of The Classroom Program

Since the inception of the Home-School-Community project, the primary aim has been the development, implementation, and continual refinement of a behavioral science curriculum designed to foster in children a greater degree of self-awareness, self-understanding, and self-direction.

An element of risk is involved in any new learning process. In order to try something different, one must be willing to take a chance to open himself to new experiences and to be willing to change. Obviously, in order to develop in children those characteristics cited above, the climate of the home and school must be such that children are free to try new ways of behaving and relating to another. Likewise, a climate of freedom to innovate must exist for teachers, to facilitate their dealing cretively and constructively with children. In accordance with these basic principles, then, the implementation process has been an extremely fluid one, bending and shifting as necessary to meet the changing needs of staff, teachers, children, and parents, congruent with the external changes and stress inevitable in a public school system over a period of three years.

One of the major goals of the H-S-C project, as stated in the proposal for the research and initial progress reports, was "to provide a means for preventing mental health problems in elementary school children through the development of a comprehensive curriculum package to the point where the program could easily be replicated within a school district without the need of elaborate external assistance." It was further felt that such a curriculum could be taught much in the same way as traditional, cognitive material. Thus, during the first year of the classroom implementation (school year 1971-72), the teachers were asked to devote approximately 20 minutes per day on a regular basis to presenting material contained in the curriculum as separate lessons.

Generally, the teachers chose units to be presented at their own discretion, either because a particular unit appealed to them at that time or because it related to some other area currently being studied in the classroom. Some of the classroom teachers reported that they went through the curriculum in an orderly manner while others preferred to pick and choose units as learning opportunities arose in the classroom. During this first year, the Coordinators served as resource personnel at the experimental schools -- Mrs. Mapp at Finch Elementary School (lower socio-economic) and Mrs. Sellen at Rock Springs Elementary School (middle socio-economic). The Coordinators had frequent interaction with the teachers, actively participating in the classroom by demonstrating parts of the curriculum, helping the teachers implement the curriculum, and working with the children in special ways designated by the teachers. The Coordinators served as the project liaison persons in the schools and the majority of their time was devoted to work in their respective schools.

Instructional aides were also assigned, one to each of the four schools in the project. A meeting was held with teachers and principals of the respective schools where a mutually satisfactory schedule was planned. The aides spent roughly equal amounts of time in each classroom of the project teachers. Their duties involved small group instruction helping out with paper work, and collecting the continuous data flow.

Toward the end of the first implementation year, the project staff became convinced that feelings and learning cannot be separated and that it was not logical to teach the H-S-C curriculum as a separate academic subject. Therefore, a move was made to encourage the teachers to correlate the curriculum with the existing academic curriculum, especially in the areas of language arts and social science. The Coordinators assumed for themselves the additional roles of intermediary, facilitator, teacher, advisor, and public relations agent, enlisting the cooperation of and lending their support and guidance to all concerned, i.e., parents, teachers, principals, and other school personnel who have been involved in the project.

Great stress was laid on improving each child's feelings about himself, his interpersonal behavior, and his ability to be autonomous or self-directive within appropriate limits. Each child, then, would, hopefully, be enhanced in the areas of identity, connectedness, and power by an increased self-awareness, understanding, and acceptance; increased ability to cope more appropriately with feelings and communicate more effectively; and to increase ability to "take charge of himself" or take responsibility for his own behavior, making appropriate choices in planning and executing these plans.

It is in relation to the process of implementation that the role of the Coordinators has been the most influential in the H-S-C project. After assuming major responsibility for the design of the curriculum materials, the major independent variable of the project, the Coordinators then began the very important task of "manipulating" two other essential variables, i.e., the climate of the classroom and home environment; that is, teacher and parent attitude and involvement. Such manipulation took place first through great effort on the part of the Coordinators to increase their own learning and professional growth: through books, journals, and periodicals related to the disciplines of education, sociology, child developmental psychology, etc.; filmstrips; workshops; study groups; staff meetings; and a host of other means, whereby they enhanced themselves both as persons and professionals. A complete listing of professional meetings attended by the project staff is included in Appendix A. Concomitantly, the coordinators began working with parents and school personnel, first clarifying the objectives and goals of the H-S-C project; then, working more closely with both groups through meetings, workshops, and daily supervision with teachers. Their active involvement in the classroom was for the purpose of creating the climate intrinsic to growth, creativity, and change, by both a cognitive and affective growth of teachers and parents. Their major focus, then, has been on the growth of teachers and parents through the improvement of communication skills; the tools necessary for more effective coping with the feelings and behaviors of children; the increase of self-awareness; and through the communication of general information related to childhood and emotional development. The coordinators firmly believed that children cannot grow without "permission" from the significant adults in their environment -- parents and teachers. Such permission (in the true sense of the word) cannot be given unless these adults themselves are committed to their own growth, that is, open to self-exploration and change. It is this sort of commitment of parents and teachers involved in the H-S-C project that the Coordinators have sought throughout the project, as, without it, the potential for growth and change in the children could not be actualized.

Utilizing the experiences and insight gained during the first year of implementation, the staff attempted to cope with a number of changes external to the project; thus, there were some significant changes in the actual activities of the project.

One major change was that population migration at Rock Springs School resulted in establishment of several combined third and fourth grade classes rather than the former two sections at each grade level. The lowered population at Finch School also resulted in one unusually large first grade class rather than the new normal two sections in first grade.

A second source of change resulted from the current issue of further racial integration within the Atlanta Public Schools. The undertainity facing the children, the parents, and school personnel as to the ultimate resolution of this problem resulted in certain predictable stresses. The H-S-C staff, therefore, attempted to maintain as much flexibility as possible in the implementation of the program in order to deal most effectively with these stresses. Unfortunately, greater and greater amounts of upheaval were included in various plans to achieve integration culminating in the announcement that the Rock Springs School would be closed entirely at the end of the school year.

A third change was the necessary result of following the children in the experimental group who had been in kindergarten through third grade during the first year of implementation and were now enrolled in first through fourth grades. This meant that several new teachers, who had not received the initial training and orientation to the project, were now responsible for implementing the classroom curriculum and their oreintation to the project became the duty of the Coordinators.

Additionally, each of the coordinators was assigned a resource classroom in their respective experimental schools which provided a source of individual and small group instruction in academic areas as well as in the H-S-C curriculum. The resource classroom served as a site for small group activities and as a central repository for shared curriculum materials. Thus, more and more, the Pupil-Services Coordinators became members of the faculties of their respective schools in function, if not in fact.

Finally, some resistance to whole-hearted participation in the project on the part of few of the project teachers was found. Reasons given by the teachers included the additional burden of the paper work and testing required by the project as well as pressure to participate in other projects being conducted in the schools, in addition to their normal duties. Finally, some of the teachers experienced stress caused by the necessary adjustments of teaching in a combined grade situation. In an effort to relieve some of the pressures felt by the faculty, the Coordinators made themselves available in any capacity which they felt would improve teacher participation in the H-S-C program. This included assisting the project teachers with individualized academic instruction, assistance in making plans for presenting the H-S-C curriculum, and carrying out small group activities which were not feasible in the regular classroom. A description of this implementation process, as it finally evolved in the second year, is given below:

1. Finch Elementary School (Lower Socio-Economic Class)

The resource classroom at Finch School was used to conduct small group activities for the children. Generally each teacher introduced a given unit of her choice to the children and the Coordinator conducted such related activities as the teacher requested, particularly those that were difficult to organize in a large group. Activities conducted in the resource room also included games designed to reinforce cognitive skills not necessarily part of the H-S-C curriculum.

Mrs. Mapp established a definite schedule so that each teacher could reliably plan her activities. A major portion of her time was spent with the first grade children in both H-S-C and academic activities in order to relieve the teacher of her unusually heavy pupil-load and to provide more individualized instruction for these children. The remainder of Mrs. Mapp's implementation time was divided between conducting activities for the second and third grade and holding conferences with individual children. Activities for the fourth grade were conducted by Mrs. Bohrer (the project's Directing-Coordinator) on a twice weekly basis to maintain a balance of resource personnel in the two experimental schools, and to allow Mrs. Bohrer the opportunity to maintain closer contact with the above listed activiites. Mrs. Mapp conducted weekly faculty meetings with the project teachers during which specific problems and concerns were discussed.

Emphasis had shifted to the integration of the concepts contained in the curriculum with the entire academic program, and this approach was strongly emphasized in both the experimental schools during the second year of implementation. Great stress was placed on creating a general climate of emotional and social well-being in the classroom and on teaching children techniques of controling their own behavior and, thus, the behavior of others toward them.

### 2. Rock Springs Elementary School (Middle Socio-Economic Class)

As in Finch School, heavy emphasis was laid on the general incorporation of the H-S-C materials and activities into the entire school curriculum. However, due to the many changes and stresses present at Rock Springs School and described previously, there had been particular difficulty in motivating the teachers to participate in the H-S-C program whole-heartedly. Mrs. Sellen reported that maintaining a flexible approach and easy availability to the teachers proved quite successful and that, by the end of the project year, teachers were again enthusiastically incorporting H-S-C concepts and activities, especially into the social studies program.

At Rock Springs School, the first and second grade teachers assumed complete responsibility for planning and teaching the H-S-C curriculum. The Coordinator served as a source of information and support and, in addition, did some work in communication skills with the first grade children. At the end of the school year, plans were being made to construct additional materials and to provide some individual and small group activities for first and second graders in the resource room in the afternoons at the request of the teachers.

At the third and fourth grade level, the resource room was used on alternate days for H-S-C lessons and activities taught by the coordinator or aide and for playing games designed to improve academic skills These games, initially designed by the Atlanta Follow Through Project, have been made by the parents of these children mostly during evening workshops. The children came to the resource room to work in those areas in which they had exhibited weaknesses and some specific skills. In addition, one art activity was usually going on at the same time. Although a child may have been guided to a game designed to correct a specific weaknesses, there was no direct tutoring by either the Coordinator or the Aide. Although Mrs. Sellen initially designed lesson plans for the third and fourth grade teachers to use inthe classroom at their request, she reported that toward the end the teachers were finding it easier to incorporate the H-S-C concepts into the social science curriculum and were assuming more responsibility in implementing the program.

Esther Wilcox, a bilingual teacher on released-teacher status to the project staff, was also assigned to Rock Springs School. She was primarily responsible for presenting the H-S-C curriculum for the Spanish-speaking children in the school and for conducting parent meetings in Spanish. In addition, Mrs. Wilcox provided tutoring in English for some of the children and help and support to the Spanish-speaking community at large whenever time permitted.

Mrs. Sellen also meet with the project teachers individually and in small groups at regular intervals ot discuss problems and ideas concerning implementation.

It is important to note that the previously described resource classroom presents a major change in the implementation process of the H-S-C program. The resource classroom is a fairly common phenomenon in the Atlanta Public Schools and entails the use of a special classroom devoted to enrichment or remediation in a specific area, such as reading, speech therapy, or specific learning disabilities. The resource room is staffed by a specialist in the area who brings children out of the regular classroom for short periods of individualized instruction. This system allows the child to remain with his peers and to participate in those areas in which he is not handicapped. It also relieves the classroom teachers from the sole responsibility of providing individual remediation for each child who may need it and gives her an immediate source of help for specific problems.

In the case of the H-S-C project, it is felt that the establishment of the resource classrooms may have caused significant contamination of research findings due to the two differing methods of delivering the curriculum. Although the orignial design of the project was based on curriculum delivery through the classroom teacher, the establishment of the resource rooms has provided a second avenue through which the children are receiving the affective program. As the establishment of the resource rooms has come about gradually during the project period, there is no way of measuring the possible differential effects of these two systems. In addition, because of the need for flexibility in the program, not all of the children received equal time in the resource room, nor were they exposed to it on a systematic basis. Thus, some of the children received the program through classroom alone and some received both classroom and resource room exposure in varying proportions.

## Implementation of the Parent Program

The parent program remained essentially the same for both the implementation years. Emphasis was on informing the parents completely as to the instruction and activities the children were receiving at school; involving the parents in the program in the most effective and least obtrusive way; educating the parents in communicating effectively with their children and providing a home environment that would be conducive to promoting changes in behavior; and teaching the parents more effective means of dealing with problems of children in the home.

The initial contact with parents occurred during the first few months of the first implementation year when an explanation of the program was sent home with the children, part of which included a humorous cartoon presentation of the goals of the program (see Appendix E). During this first year, materials supplementary to the units being taught in the form of one or two sheets were sent home at an appropriate intervals. Several meetings were held at each of the experimental schools during which the objectives and goals of the project were presented. Most of the programs at these evening meetings consisted of video-taped examples of specific material being taught in the classroom followed by a discussion of means of carrying-over these activities into the home. Some of the meetings utilized consultants as guest speakers and by the end of the year parents were expressing a desire for greater participation for themselves in the project activities.

During the second year of implementation, monthly parent meetings were held at both the experimental schools, again consisting largely of video-taped examples of the use of the curriculum in the classroom and disucssion of specific concepts. In order to bolster attendance, as many as possible of the evening meetings included dinner for the families and a nursery for the children while the parents were occupied. This proved to be an extremely successful approach, and a reasonable proportion of the parents participated.

In addition to the evening meetings, several "mini-courses" and morning coffees were conducted at Rock Springs School. Many of these used the consultants as lecturers on a variety of topics, such as child development, nutrition, and the like. Parents were also encouraged to volunteer their time in constructing materials and games for the resource classrooms but, understandably, fewer parents were able to volunteer their time at Finch School as most of the children came from families where both parents worked.

At the request of the Rock Springs School Parent-Teacher Association (PTA), several joint parent meetings were held to expose parents of children in the upper grades to the H-S-C program.

## Implementation of the Community Program

Perhaps the weakest link in the H-S-C project, in terms of its three-pronged approach to the prevention of mental health problems in children, has been in the area of community involvement. Participation by the community consisted mainly of utilization of the services of mental health professionals as program speakers and referral sources, and in disseminating information about the H-S-C project, both within the school system and to the community at large.

In November of 1972, a series of articles about the H-S-C program appeared in the Atlanta Journal and Constitution, thus giving the project a great deal of publicity among the lay public for the first time. Other plans were discussed for obtaining further publicity and community involvement of this type, but time limitations prevented the actualization of these plans.

Members of the project staff continually attended professional meetings, arranged for consultants to hold workshops in Atlanta and served on various planning committees within the Atlanta Public Schools. Mrs. Bohrer attended several invititational meetings sponsored by mental health associations and by other organizations. She also served on the Curriculum Revision Committee, the Parent Involvement Committee, and as a subject for the Atlanta Assessment Project in delineating future educational goals all within the Atlanta Public Schools. Mrs. Sellen assisted in the formulation of the new preschool curriculum guidelines for the Title IV-A project, again within the Atlanta School System. Mrs. Sellen also presented a paper titled,'Child Care: Implications of an Applied Mental Health Project in Primary Prevention, as the annual meeting at the America Public Health Association in November of 1972. This paper was submitted for publication in the proceedings of the convention and is included in this report in Appendix E. A slide presentation presenting an overview of the H-S-C project was prepared and has been used and will continue to be used to provide basic information for interested individuals. Along with this presentation, a short brochure explaining the program was also published, a copy of which is to be found in Appendix E.

# EVALUATION

## I. Methods

### A. Instruments

The subject of the study were kindergarten through fourth grade elementary school pupils. The primary emphasis of the evaluation of this project has been directed toward measuring and analyzing changes in these subjects. Of interest about those subjects has been changes in their adjustment and their knowledge about behavior. The instruments directed at adjustment are of two kinds: (a) the subjects' self-reported attitude toward their adjustment, and (b) observation of the behavioral manifestations of the subjects' adjustment.

Self-reported data were gathered via standardized tests about the subjects' attitudes. Observational data of the subjects' behaviors were gathered via standardized checklists completed by their teachers and parents. Self-reported data were gathered via a standardized test about selected aspects of the subjects' knowledge of behavioral causes.

Supplemental data were gathered on the attitudes of teachers and parents, and used to subjectively evaluate the project. Finally, unsuccessful attempts were made to gather additional non-standardized data.

#### 1. Teacher and Parent Observation of Subjects' Behavior

During both years of implementation the teachers and parents of the subjects were asked to fill out checklists based on their observation of the subjects behavior. During the first year the instrument used was the Behavior Classification Project (BCP) checklist, developed by Ralph M. Dreger (1964). The complete BCP consists of over 200 statements to which the respondent replies either true or false. Each statement refers to a very specific type of behavior potentially expressed by the subjects. The statements were factored into 25 scales or factors some of which are bi-polar while others are mono-polar.

The instrument was designed to be part of a clinical diagnostic package where its size would not be burdensome. However, for the purposes of this study, the total instrument was too long and some factors were inappropriate. So, four factors and their relevant statements were selected as appropriate. They are: (a) Appreciative, Concerned, Obedient Social Orientation vs. Unappreciative, Aggressive Disobedience; (b) Intellectual and Scholastic Retardation vs. Alert, Socialized Scholastic Achievement; (c) Disobedient, Sullen, Hyperactive Aggressiveness; and (d) Fearful, Desurgent Seclusiveness vs. Sociableness. These four factors consisted of 85 statements.

Complete reliability and validity information is available from the developer, Dr. Dreger.

Because of the still extensive length of the BCP (the teachers expressed considerable displeasure at the burden of having to fill out an 85-statement checklist on each of their 25 to 30 pupils twice a year), a decision was made to replace the BCP for the second implementation year.

Instead of the BCP, an instrument titled the Behavior Maturity Scale (BMS), developed by Dr. Yung Ho Kim (1968), was used during the second implementation year. The BMS consists of 18 statements about general areas of behavior (as opposed to the very specific behaviors listed on the BCP) to which the respondent replies by choosing from a five-point scale between, for example, never and always or very poorly and very well. These 18-statement factors are divided into three scales: (1) Academic Maturity, (2) Interpersonal Maturity, and (3) Emotional Maturity. The general description of the scales or factors correspond at face value with factors from the BCP.

Complete reliability and validity information is available from the developer. The instrument was designed and factored using 21 schools, randomly selected from a large system. This included 552 whites, about equal number of girls and boys, and 60 blacks, again an equal number of boys and girls. All subjects had Otis IQ scores ranging between 70 and 145. Factor loadings, with one exception, ranged from 681 to 923 for all statements within each factor. Also, the coefficient of congruence relating white and black scores for each factor was higher than 947.

## 2. Self-Reported Data by Subjects

The primary instrument for measuring the subjects attitude toward their adjustment is the California Test of Personality (CTP), developed by the California Testing Bureau. The CTP consists of 96 self-descriptive questions to which the subjects respond either yes or no. These 96 questions are divided into 12 subsections of eight questions each. The 12 subsections group is two equal sections titled: (a) Personal Adjustment, and (b) Social Adjustment. In addition, these two sections sum into the super- heading of Total Adjustment.

The CTP is available in two forms (AA and BB) each for five age groups. For this project, both forms of the Primary (age group kindergarten through third grade) test were used.

Reliability and validity information is available in the manual. The standardization group of 255 was used and the reliability coefficients were computed with the Kuder-Richardson formula. It must be noted that the last revision was made in 1953 and no consideration was discussed with respect to either the sex or the race of the standardization group.

In addition to the CTP, an instrument called the Self-Appraisal Inventory (SAI), developed by the Instructional Objectives Exchange (1972), was used to measure the subjects' attitude toward adjustment for the first year of project implementation. The SAI consists of 40 self-descriptive questions to which the subjects respond either yes or no. These 40 questions comprise four sub-scales: (1) Peers, (2) Family, (3) School, and (4) General. In addition, the total score can be used as a single measure.

The SAI is available for three grade ranges. For this study, the Primary form was used and is appropriate for approximately grades kindergarten through third.

An internal consistency estimate (Kuder-Richardson 20) was calculated for latest revision of the SAI (n=124, *r*=0.37). Also, a test-retest correlation was calculated (n=124, *r*=0.73).

The SAI was dropped after the first implementation because it was decided that the SAI and CTP were redundant. Cursory examination shows that many of the questions on the two tests are alike or very similar. Also, the total adjustment on the CTP correlated highly with the total score on the SAI.

To measure the attitude toward school of the subjects, the *School Sentiment Index* (SSI), developed by the Instructional Objectives Exchange, was used. The SSI is available in three age ranges. For this study the Primary form was used which is appropriate for approximately kindergarten through third grade. The primary level SSI consists of 30 descriptive questions to which the subjects respond either yes or no. The test can be scored into five sub-scales or as a total. The total score was used. This instrument was selected after the decision was made to drop the SAI, and so was administered only during the second implementation year.

An internal consistency estimate (Kuder-Richardson 20) was calculated for the latest revision of the SSI by the instrument developers (n=108, *r*=0.72). Also, a test-retest correlation was calculated (n=151, *r*=0.87).

To measure the third and fourth grade subjects' knowledge of behavior and social causal relationships, an instrument titled *Knowledge of Social Causality* (KSC), developed by the Educational Research Council of America (1971), was used. The KSC consists of 12 one-paragraph vignettes of situations in which children characters appear to have misbehaved. The subjects are asked to respond by selecting one set of multiple choice statements which purport to describe appropriate adult character responses to the apparent misbehaviors or explanations for the deeds.

Complete reliability and validity information is available from the publisher. The instrument was administered to two heterogeneous classes (n=36) of seventh graders and a split-half reliability coefficient of 0.73 was obtained (this is an instrument with only 12 items). Through personal correspondence with the instrument developer, we were assured that reliability should increase as the age of the subject decreased. Nonetheless, we edited the instrument by dropping two items which at face value seemed too difficult for third or fourth grade subjects.

### 3. Teacher Attitudes

At several times during the life of the project, formal, objective attempts were made to measure the attitudes of the teachers. In all of these cases, self-reporting questionnaires were filled out by the teachers. The *Minnesota Teacher Attitude Inventory* (MTAI) (1951) was administered twice. First in April, 1971, after the schools were selected, but before implementation began, and again in April, 1972, at the end of the first implementation year. The MTAI consists of 150 self-descriptive statements about teacher-pupil relationships to which the respondent replies by choosing one response from a five-point scale ranging between strongly agree and strongly disagree.

In addition to the MTAI, three project-developed questionnaires were administered on three occasions during the project. First, a *Teacher Workshop Evaluation* was used in July, 1971, after the initial training workshop. Second, a *Teacher Involvement Questionnaire* was used in May, 1972, after the end of the first implementation year. Finally, a *Teacher Evaluation of H-S-C* questionnaire was used in April, 1973, after the end of the second implementation year.

These questionnaires had only face validity, but response was 100 per cent of the appropriate teachers. The actual respondent varied over the period as the teachers migrated into and out of the project's experimental and control schools.

Each questionnaire asked the teachers to rate their own involvement, what they received from the project, and/or how various aspects of the project appeared to them. The questions themselves were of the three-point and five-point objective type and also open-ended discussion type of questions.

4. Other Instruments

In addition to the above instruments, three other attempts of gathering formal information were initiated and met with varying degrees of success. First, during the first implementation year, each week each experimental and each control teacher was asked to complete a form listing all requests made by her for outside help, giving the pupil's name, the outside agent requested, and the primary cause for the request. These forms were collected weekly by the Instructional Aide provided by H-S-C in each school and mailed to the Research and Development Division. Either very few requests were made, the teachers forgot to record their requests, the teachers found the request form too much of a burden, or the teachers felt that requesting help reflected upon their abilities and, thus, chose not to expose themselves. Whatever, the forms showed very little information and statistically did not discriminate anything. The form was dropped after the first implementation year.

The second instrument to be discussed here refers to an excerise called Work Posting. Here the subjects were to be given the opportunity to demonstrate their self-concepts by posting work before the entire class. This exercise was to occur three times during the implementation school year. After the first exercise, it was evident that the teachers either received various directions, misinterpreted those directions or reinterpreted those directions. Since it was necessary to depend upon the teacher's administration of the exercise, and since uniform instructions to the subjects were necessary and not forthcoming, it was decided to drop this exercise after the first attempt.

Finally, from the beginning of the project, tentative plans were discussed to obtain in-class observation of the teacher-pupil interaction or of pupil behavior by members of the research staff of the project. This never really came about. Implicit in any measure of teacher-pupil interaction is an evaluation of or, at least, a measure of what the teachers are doing. An evaluation of teachers was an anathema to a sufficient number of the teachers to effectively quell in-class observation plans. What was originally envisioned was a routine which could characterize the differences between the experimental and control class environments and also characterize the hoped-for differences in responses by the subjects. Necessary in any characterization of a classroom environment is a description of the behavior of the teacher toward the pupils. An example of the type of routine anticipated is Flanders Interaction Analysis. But, teacher evaluation was effectively veoted, and any in-class observation routine was restricted to describing pupil behaviors without reference to that to which the pupil responds.

The debate over the routine was maintained well into the first implementation year. Finally, a compromise routine was accepted by the administration and a one-time-only observation was completed in April, 1972. In this, the observer was to record on-task and off-task behaviors and, also, whether the pupil worked alone or in a group. (Note: What is to be considered as on-task must be specified by the teacher.)

As the results of this were inconclusive, and to placate the teachers who complained, the routine was dropped altogether for the second implementation year.

## B. Collection of Data

### 1. Teacher and Parent Observation of Subjects' Behaviors

Approximately coinciding with the test sessions, reported below blank forms of the behavior observation checklists were given to the teachers for them to fill out and for them to send home with the subjects for their parents to fill out. The form was translated into Spanish for the Spanish-surname parents. At the low-income schools, evening meetings were held to help non-reading and poor-reading parents fill out the checklists. Since the coverage of these meetings was very small, 10 to 20 per cent, it was feared that some of the parents' forms filled out at home were randomly filled out or filled out by older siblings. However, nothing could be done to control this; and, since the problem existed at both the low-income control and experimental schools, any bias was assumed uniform.

Simplified directions and a letter expressing appreciation accompanied each checklist home. The subjects were promised an ice cream and cookie party when everybody returned their parents' checklist. As a result, approximately 95 per cent of all parents' forms were returned. Of these, about 10 per cent of the low-income parents' forms and less than three per cent of high income parents' forms were defective and discarded. Defective was defined as follows: if more than 20 per cent of the items on a single questionnaire were blank or ambiguous, that questionnaire was deemed defective. If less than 20 per cent of the items were blank or ambiguous, these blank or ambiguous responses were deemed "don't know" or "point 3", as appropriate.

The teachers returned 100 per cent of their checklists; and, where defective, were asked to correct the individual items.

### 2. Self-Reported by Subjects

There were a Priori questions about potential dialectical difficulties in understanding the test questions by black subjects and similar questions about all kindergarten subjects. It was questioned whether individual interviews would be essential for the successful administration of the self-report instruments. To answer these questions pilot testing was conducted during the first week of school in September, 1971, at C. W. Hill Elementary School in Atlanta (neither an experimental nor a control school for the H-S-C project). The pupils at C. W. Hill are generally low-income blacks.

As a result of the pilot testing, two decisions were made. First, it was decided that all kindergarten and first grade subjects would best respond to individual interviews, where the self-report instruments would be read to the subjects by a tester, the subjects would respond, and then the tester would record the response. Also, the interview would be conducted in Spanish for the non-English-speaking subjects. In addition, it was decided that all second, third, and fourth grade subjects could successfully receive the instruments (including the rather complex KSC instrument) in classroom-size group sessions. In such sessions, there would be one tester designated as reader, whose function was to give introductory directions, read the instrument's questions or statements, and read the response choices where appropriate. At the same time, two other testers would be designated as monitors and would patrol the test area and, when called to do so, would help individual subjects to understand the questions and to keep up with the rest of the class.

The second decision was to hire part-time, paid testers to aid in the collection and organization of the data. Potential testers needed experience with children, experience in administering psychological tests, a tactful demeanor, or all these characteristics. The research members of the H-S-C staff and the Instructional Aides employed by H-S-C were deemed satisfactory testers. So, at each test session, five to seven additional testers were hired. Those testers were either housewives, retired educators, or college students, all of whom were seeking part-time work.

During the week preceeding each planned test session, an orientation session was held at C. W. Hill School. This orientation was used to familiarize the tester with each other and the regular staff with whom they would be working, and with the testing process. This included allowing the testors to read the instruments, to try out administration of the instruments on C. W. Hill School pupils, and, generally, to discuss potential problems with their colleagues. Throughout, it was emphasized that the purpose of the instruments was to elicit the subjects' personal opinions on the questions and statements presented and not to simply seek socially acceptable responses.

It was impossible to keep the testers from knowing which subjects were experimental and which control; but, aside from the two instructional aides from the experimental school, the testers did not know the content of the H-S-C curriculum. Furthermore, since the testers also scored the instruments, they knew the desired response. However, the testers generally did not have any personal commitment to see the results go one way or the other; and it was generally agreed that the testers were consciously attempting to be impartial and unbiased, and that they succeeded.

The testers were divided into two teams of five or six testers, plus a leader from the research staff, each. Then each team was assigned one experimental and one control school, and allowed one week to complete each school. During the two implementation years, there were two test sessions each (designated pretest and posttest) for a total of four sessions. Year one's pretest was during the last two weeks of September, 1971, and posttest was during the first two weeks of May, 1972. Year two's pretest was during the last two weeks of September, 1972, and posttest was during the first two weeks of March, 1973. The second-year posttest was moved up in the year to allow time for data processing and report writing before the project's termination date.

During each session, the battery of tests was administered to each subject at two different sittings, separated, usually by one day. Each sitting lasted 30 to 45 minutes. At the end of each sitting, each subject was given a small sweet as a reward for their cooperation. This, and the deliberate atmosphere of minimal pressure for performance, generally elicited enthusiastic cooperation from the subjects. They generally appeared to follow directions and respond with their honest, personal opinion to each instrument question.

## C. Organization of The Data

After each of the four test sessions, the data handling process was slightly different, but the purpose was always the same. That is, the data was to be merged and organized into a magnetic tape file and sorted by an index for each subject. The sorting index used was the school-assigned student identification number.

As part of each test session, the testers scored the subjects' self-report battery. After the first session, the testers also encoded the scores onto 80-column coding forms. The first session's scores were encoded by the H-S-C statistician, but the large volume took an unacceptable length of time. It was decided that the testers could easily spread this task among themselves during the test sessions, and do it with less errors since the individual burdens were less. Finally, because of absences during test days and defective responses, instruments from approximately 10 per cent of the potential subjects were not received or were discarded.

It was impossible for the testers to score and/or encode the responses to the behavior observation checklists since these were not available until near the end of each test session and the volume of work was considerable. For the first test session, the checklists were typed into a Research and Development in-house terminal which had been programmed with the scoring and weighting key. This program returned the score. The score was later encoded for keypunching. This process proved very lengthy. So, the checklist form was modified for direct keypunching, and the raw data were stored in the tape file.

Each set of Hollerith cards were indexed by the student ID numbers. These cards were turned over to Emory University Computer Center for storage. The cards were entered into their Univac Series 70/7 computer, the raw data were scored, and the entire set of scores stored on tape under the student ID numbers. The file was then up-dated after each test session. The analysis was conducted on this data base.

## D. Analysis of Data

The primary analysis dealt with the subjects' self-report battery and the teacher and parent behavior observation checklists. These data were statistically treated by an analysis of variance design. Specifically, using a revised version of the BMD general linear hypothesis program (i.e., the BMD X 64), a 2 x 2 x 2 x 4 analysis of variance was performed for an unbalanced design (i.e., unequal cell sites). The factors were experimental/ control by socio-economic status by sex by grade.

Certain definitions and clarification are appropriate at this point. The project's data were analyzed on a yearly basis, and then the data for which two years' scores were available were also analyzed. Thus, references to pretest and posttest must be modified, for there can be three uses of each term. First, the two test sessions in implementation year one (i.e., September, 1971, and April, 1972) can be one pretest-posttest design. Second, the two test sessions in implementation year two (i.e., September, 1972, and March, 1973) can be a pretest-posttest design. Finally, for the two-year implementation period, the September, 1971, and March, 1973, test sessions can also be considered a pretest-posttest design. This latter design will be considered the project's longitudinal study.

The other definition necessary is that of a partial class mean. A class is a group of subjects in the traditional school organizational sense (i.e., a group of 20 to 30 subjects under the supervision of one teacher). Thus, class means are the average score on any instrument of the subjects in any particular class. Partial class means are the average score on any instrument of one sex of subjects in any particular class.

Now, the dependent variables for the analysis of variance were the partial class means of the difference between the subjects' actual posttest scores and posttest scores predicted by a regression equation. The simple regression included the actual posttest as dependent variable and the actual pretest as independent or predictor variable. The regression was computed using the Statistical Package for the Social Sciences (SPSS) regression routine. Following the regression computation, an SPSS routine titled Breakdown was used to compute the partial class means.

The research design for the analysis of variance will be displayed for the first implementation year. That is, the grades included will be kindergarten through third and the instruments, those used during the first implementation year. As noted above, these subjects remained the subjects (aside from migration) for the second implementation year, so that the grade range for the two-year longitudinal analysis will be listed as first through fourth.

## TABLE 2 A

## RESEARCH DESIGN

| | | | Grade | | | |
|---|---|---|---|---|---|---|
| | | | Kdg. | First | Second | Third |
| Experimental | Hi SES (Rock Springs) | M | $K_1$ $K_2$ | $1_1$ $1_2$ | $2_1$ $2_2$ | $3_1$ $3_2$ $3_3$ |
| | | F | $K_3$ $K_4$ | $1_3$ $1_4$ | $2_3$ $2_4$ | $3_4$ $3_5$ $3_6$ |
| | Lo SES (Finch) | M | $K_5$ $K_6$ | $1_5$ $1_6$ | $2_5$ $2_6$ | $3_7$ $3_8$ |
| | | F | $K_7$ $K_8$ | $1_7$ $1_8$ | $2_7$ $2_8$ | $3_9$ $3_{10}$ |
| Control | Hi SES (Garden Hills) | M | $K_9$ $K_{10}$ | $1_9$ $1_{10}$ | $2_9$ $2_{10}$ | $3_{11}$ $3_{12}$ |
| | | F | $K_{11}$ $K_{12}$ | $1_{11}$ $1_{12}$ | $2_{11}$ $2_{12}$ | $3_{13}$ $3_{14}$ |
| | Lo SES (Forrest) | M | $K_{13}$ $K_{14}$ | $1_{13}$ $1_{14}$ | $2_{13}$ $2_{14}$ | $3_{15}$ $3_{16}$ |
| | | F | $K_{15}$ $K_{16}$ | $1_{15}$ $1_{16}$ | $2_{15}$ $2_{16}$ | $3_{17}$ $3_{18}$ |
| Total d.f. = 66 | | | | | | |

## TABLE 2 B

## RESEARCH DESIGN

| Main Effects | d.f. |
|---|---|
| Experimental/Control (EXP) | 1 |
| $EXP_1$ | |
| $EXP_2$ | |
| Socio-Economic Status (SES) | 1 |
| $SES_1$ | |
| $SES_2$ | |
| Sex (SEX) | 1 |
| $SEX_1$ | |
| $SEX_2$ | |
| Grade (proxi for age) (GRD) | 3 |
| $GRD_1$ | |
| $GRD_2$ | |
| $GRD_3$ | |
| $GRD_4$ | |
| **Interaction Effects** | |
| EXP x SES | 1 |
| EXP x SEX | 1 |
| EXP x GRD | 3 |
| SES x SEX | 1 |
| SES x GRD | 3 |
| SEX x GRD | 3 |
| Error | 44 |

Dependent Variables

$(Y_1 \quad Y_2 . \ . \ . \ Y_{13})$

CTP Total
CTP Personal
CTP Social
SAI Total
KSC (Third Grade Only)
BCP Factor I - Teacher
BCP Factor II - Teacher
BCP Factor III - Teacher
BCP Factor IV - Teacher
BCP Factor I - Parent
BCP Factor II - Parent
BCP Factor III - Parent
BCP Factor IV - Parent

## II. Results

### Analysis of the First Implementation Year

### A. Hypotheses

1. Subjects in the experimental group will exhibit significantly greater positive changes in selected behaviors than subjects in the control group, as measured by the Dreger *Behavior Classification Project* (BCP).

2. Experimental subjects will exhibit significantly greater positive changes in knowledge of social causality than control subjects, as measured by the Ojemann *Knowledge of Social Causality*.

3. Experimental subjects will exhibit significantly greater positive changes in adjustment than control subjects, as measured by the *California Test of Personality* and the IOX *Self-Appraisal Inventory* (SAI).

4. Differential effects will occur within both experimental and control groups as a result of socio-economic status, sex and age (grade level).

### B. Findings

#### 1. Subjects' Behavior Rated by Teachers and Parents

To make for more clear and easier reading of the material in this section, the bulk of the table and figure presentation of the material is grouped at the end of the section on pages 73 to 146. However, an example of a juxtaposition of narrative and tabular presentation is given immediately below.

The analysis of the subjects' adjustment as evidenced through selected behaviors that were rated by their teachers and parents on the Dreger BCP checklist will be reported in this section. The analysis of the teachers' responses will be reported first, then that of the parents. In addition, each of the BCP's four factors will be treated separately.

A significant difference was found between experimental and control subjects on Factor I of the BCP as rated by the teachers. (Whenever the term "significant" is used in this section of the report, it will imply a level of significance at 0.01.) Factor I is a factor measuring Appreciative, Concerned, Obedient, Social Orientation vs. Unappreciative, Aggressive Disobedience. The direction of the difference favored the experimental school, and thus confirmed the first hypothesis. (See Tables 3 and 4.)

In addition, two interaction effects from the Factor I analysis were relevant to the analysis of the treatment effects. First, the interaction between treatment (EXP) and socio-economic status (SES) was significant and revealed that the treatment effected positive and relatively greater results among the low-income experimental subjects, than among the high-income experimental subjects. (See figure 2.)

Second, the interaction between treatment (EXP) and grade (GRD) on teachers' Factor I was statistically significant, with the change scores favoring the experimental subjects of second and third grades, but not kindergarten and first grade. There is an apparent trend indicating that the older the subjects in the experimental group, the relatively greater the changes produced by the treatment. In this case, the experimental subjects' change scores tended toward actual improvement with age on this factor, while that of the control subjects tended toward poorer scores. (See figure 3.)

Factor II is a bipolar factor measuring Intellectual and Scholastic Retardation vs. Alert, Socialized Scholastic Achievement. (Note: the direction hypothesized for this factor is negative, that is, the questions were designed so that negative scores indicate improvement in the direction of scholastic achievement.) The analysis of the data reveals a tendency, although not significant, toward substantiation of the first hypothesis.

Also on Factor II the interaction of treatment (EXP) and grade (GRD) was significant and revealed changes in second and third grades (and not kindergarten and first) favoring experimental subjects. Again, there is an apparent trend for treatment to be relatively more effective with older subjects. Here the experimental subjects' change scores tended to remain constant with age, while that of the control subjects tended toward poorer scores.

The analysis of the teachers' responses on Factor III were inconclusive.

Factor IV is a bipolar factor measuring Fearful, Desurgent, Seclusiveness vs. Socialness. (Note: again the desired direction of change is negative.) Here, the evidence from the teachers tends to contradict (although not significantly)

## TABLE 3

### ANALYSIS OF VARIANCE TABLE
### BCP, FACTOR I, BY TEACHERS
### (1971-72)

| SOURCE | SUM OF SQUARES | D.F. | MEAN SQUARE | F |
|---|---|---|---|---|
| CONSTANT | 3322.59023 | 1 | 3322.59000 | 33.51796 |
| EXP (A) | 682.65140 | 1 | 682.65136 | 6.88652** |
| SES (B) | 77.34540 | 1 | 77.34540 | 0.78025 |
| SEX (C) | 1240.18104 | 1 | 1240.18090 | 12.51032** |
| GRD (D) | 2707.16016 | 3 | 902.38671 | 9.10319** |
| AXB | 1086.07514 | 1 | 1085.07490 | 10.95622** |
| AXC | 22.66784 | 1 | 22.66783 | 0.22867 |
| AXD | 1526.10608 | 3 | 508.70190 | 5.13173** |
| BXC | 2.42309 | 1 | 2.42309 | 0.02444 |
| BXD | 265.03975 | 3 | 88.34651 | 0.89123 |
| CXD | 501.66745 | 3 | 167.22241 | 1.68692 |
| ERROR | 4361.66032 | 44 | 99.12863 | |

** p 0.05

## TABLE 4

### MEAN CHANGE SCORE
### BCP, FACTOR I, BY TEACHERS
### (1971-72)

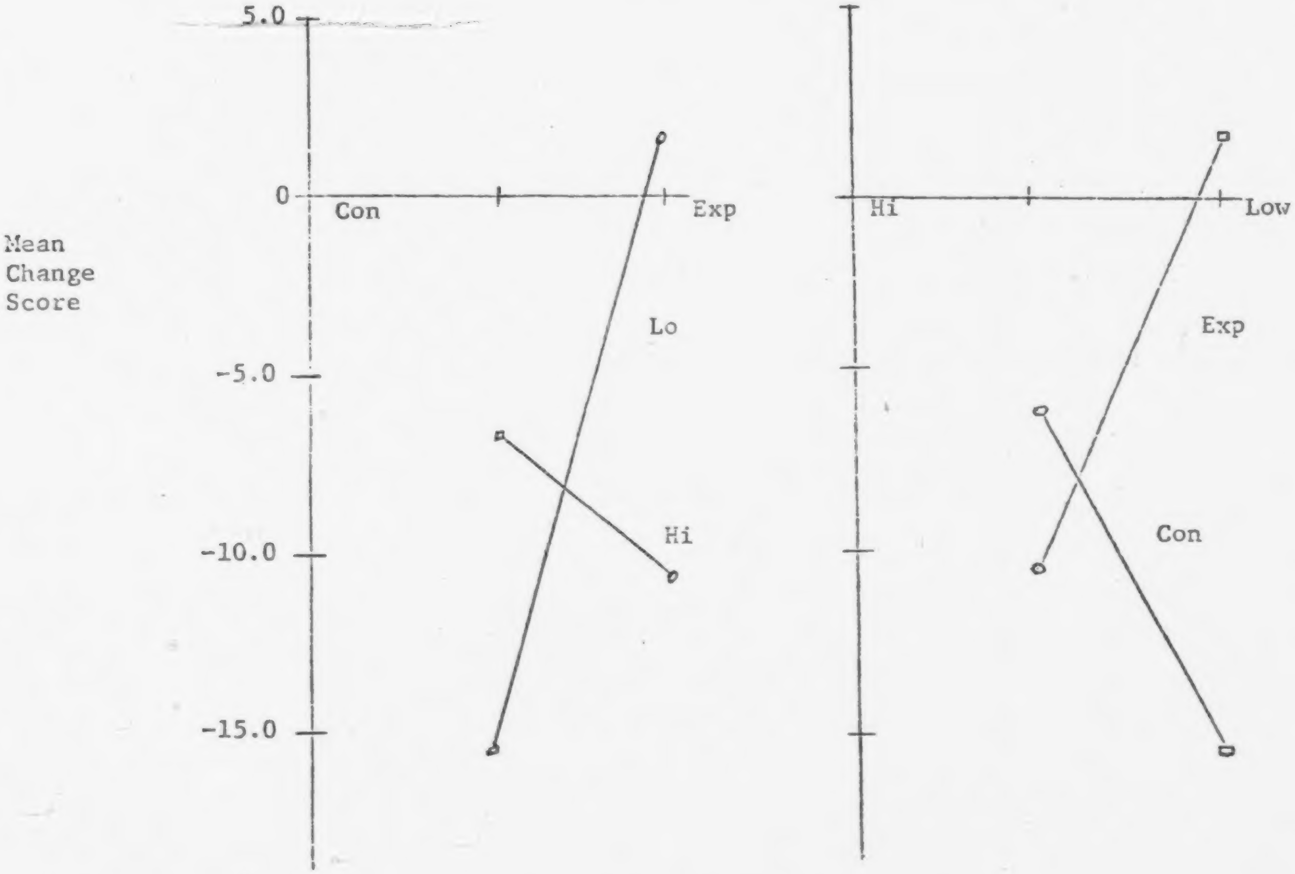
| Main Effect for: | Treatment (EXP) | Experimental | Control |
|---|---|---|---|
| | | $\bar{x} = -4.65$ | $\bar{x} = -11.75$ |
| | | n = 254 | n = 266 |

FIGURE 2

INTERACTION BETWEEN EXP AND SES
FOR BCP, FACTOR I, BY TEACHER

(1971-72)

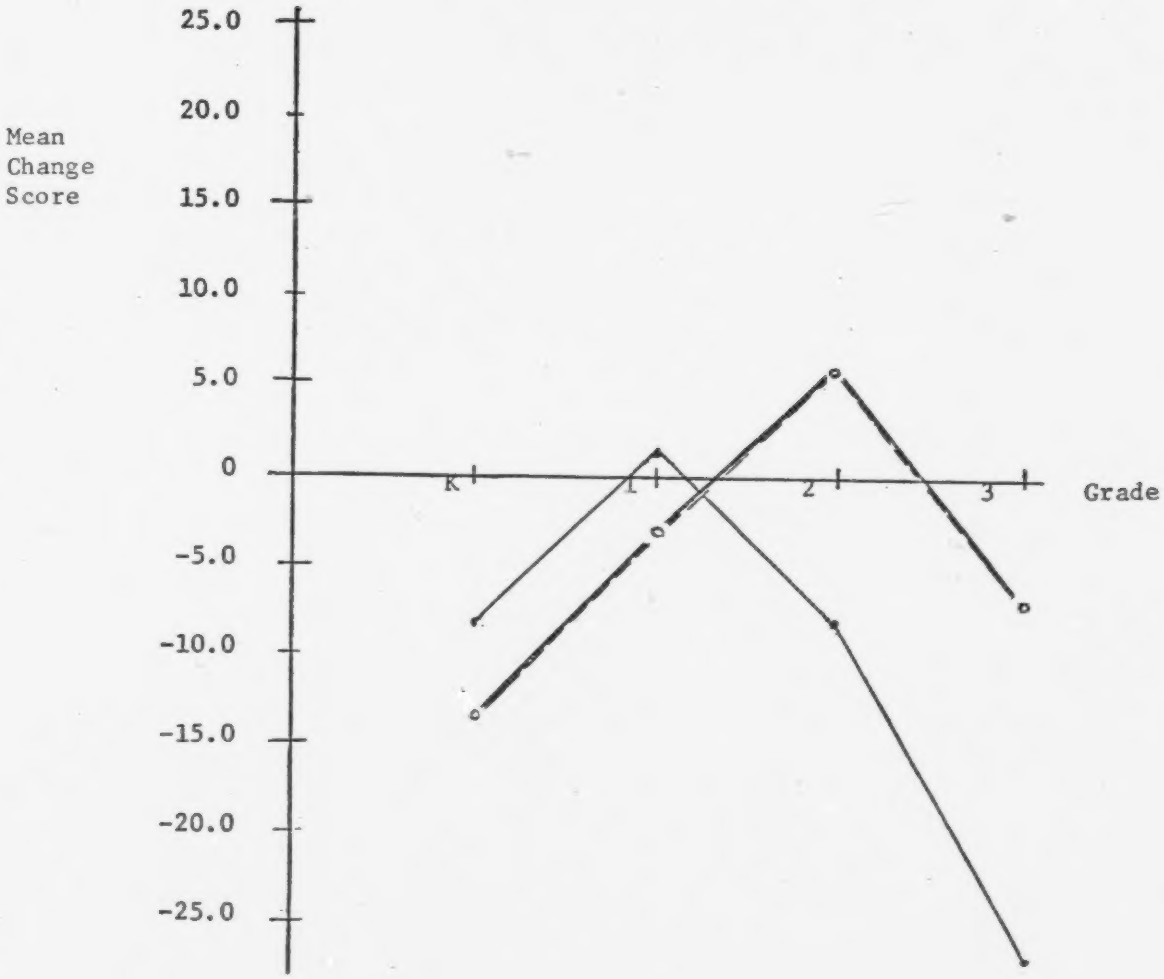
| | High | Low |
|---|---|---|
| Experimental | -10.57<br>(N=129) | 1.46<br>(N=129) |
| Control | -6.99<br>(N=119) | -15.61<br>(N=147) |



## FIGURE 3

## INTERACTION BETWEEN EXP AND GRADE FOR BCP, FACTOR II, BY TEACHERS (1971-72)

| | Experimental | Control |
|---|---|---|
| K | -13.48<br>(N=54) | -8.97<br>(N=31) |
| 1 | -3.16<br>(N=71) | 0.85<br>(N=67) |
| 2 | 5.92<br>(N=54) | -8.56<br>(N=88) |
| 3 | -7.43<br>(N=75) | -26.85<br>(N=80) |



the first hypothesis. However, the interaction of treatment (EXP) and grade (GRD) was significant and again revealed an apparent trend of treatment being relatively more effective with older subjects.

The analysis of the parents' responses on Factors I and II revealed significant results which contradict the first hypothesis. However, the interaction of treatment and grade was significant. Also, here, the treatment appears to be relatively more effective on older subject. In this case, the experimental subjects' change scores tend toward actual improvement with age, while those of the control subject tend toward poorer scores.

Factors III and IV from the parents' responses yielded inconclusive results.

## 2. Subjects' Knowledge of Social Causality

As part of the evaluation, the subjects reported on their knowledge of social causality via an objective, multiple-choice instrument. The analysis of that data is reported in this section.

Analyis of the subjects' resources on the Ojemann Knowledge of Social Causality (KSC) revealed significant results contradicting the second hypothesis. Now, the interaction of treatment and socio-economic status (SES) was significant and revealed slight improvement for the low SES experimental subjects. However, the high SES experimental subjects evidenced slight absolute improvement, but the high SES control evidenced considerable improvement. Thus, the exceptional results of the high SES control school may actually be masking an otherwise significantly positive result.

## 3. Subjects' Adjustment

In an attempt to evaluate change in subjects' attitude toward their adjustment, the subjects reported these personnel attitudes via objective, yes-no instruments. The analysis of that data is reported here.

The evidence with respect to hypothesis three (on adjustment) is generally inconclusive on both the CTP and the SAI instruments. However, for both subsections (social and personal adjustment) and for total adjustment, the interaction treatment (EXP) and sex (SEX) was significant. Examination of the mean change scores revealed that the experimental females responded similarily to control females, but that the experimental males' responses were apparently much lower than the control males'. This result held for both subsections and the total on the CTP.

Also, the interaction of treatment (EXP) and grade (GRD) was significant for social adjustment on the CTP and for the total score on the SAI. In three of four grade level measure on the social subscale of the CTP, the experimental subjects scored below the control subjects, but, generally, trends were not apparent from the instruments.

## 4. Miscellaneous Results

Hypothesis four states that the analysis of the data will reveal differences across treatment group as a result of the socio-economic status, the sex, and the age (the proxy variable for age is the grade level) of the subjects.

The parents' behavior observation checklists evidence a main effect due to socio-economic status (SES) for each of the four factors. In general, where significant, the mean change scores tend to favor the higher income socio-economic subjects. The teachers' checklists, however, show no main effect by SES and only one factor with an interaction effect involving SES. The teachers' checklists do show a main effect and interaction effects, including grade, in three of the four factors. These interactions are reported above. Generally, treatment is relatively more effective with older subjects. The parents' checklist shows grade effects in only one factor and, in that case, it is an interaction of treatment and grade.

With respect to the subjects' knowledge of social causality, there is evidence of a significant difference by SES, and a study of the mean change scores revealed that high SES subjects improved while low SES subjects regressed over the test period.

In the social and total (but not personal) adjustment scores on the CTP and in the total score on the SAI, there was a significant main effect by SES. In all these cases high SES realized a higher mean than did the low SES subjects. There is also an interaction effect of SES with grade for the social and total (but not personal) scores of the CTP and for the total score on the SAI. In all these cases there is an apparent trend of convergence with increased grade. That is, the high SES generally starts higher at the lower grades (than the low SES) and declines with grade, while the low SES starts lower and increases.

On three of four factors on the teachers' behavior checklist, on one parents' factor, and on the SAI there is a significant main effect due to the sex of the subjects. In all these cases the males were rated or scored lower than the females

## Analysis of the Second Implementation Year

### A. Hypotheses

1. Subjects in the experimental group will exhibit significantly greater positive changes in selected behaviors than subjects in the control group, as measured by the *Kim Behavior Maturity Scale*.

2. Experimental subjects will exhibit significantly greater positive changes in their knowledge of social causality than control subjects, as measured by the Ojemann *Knowledge of Social Causality*.

3. Experimental subjects will exhibit significantly greater positive changes in their adjustment than control subjects, as measured by the *California Test of Personality*.

4. Experimental subjects will exhibit significantly greater positive changes in their attitude toward schools than control subjects, as measured by the IOX *School Sentiment Index*.

5. Differential effects will occur within both experimental and control groups as a result of socio-economic status, sex, and age (grade level).

### B. Findings

#### 1. Subjects' Behavior Rated by Teachers and Parents

The behavioral manifestations of the subjects' adjustment were rated by both teachers and parents on standardized checklists. This year the Kim *Behavior Maturity Scale* (BMS) replaced the Dreger *Behavior Classification Project* (BCP). See above for description of this instrument and the reasons for the change. The three sub-scales of the BMS are, respectively, Academic, Social, and Emotional Maturity.

There was no significant difference between control and experimental subjects on any of the scales for main effect by treatment (EXP); however, there were significant interaction effects between treatment (EXP) and socio-economic status (SES) for the Social and Emotional Maturity scales. In both cases, the low-income experimental school performed superior to the low-income control school, while the high-income experimental school performed inferior to the high-income control school. Thus, the first hypothesis was partly confirmed.

Also, on the Social Maturity scale, there was a significant interaction effect between treatment (EXP) and grade (GRD). The change scores appear to favor the control subjects and the treatment appears to be more effective on the younger subjects. That is, the experimental subjects' change score tended away from actual improvement with age on this scale, while that of the control subjects tended toward increased scores.

### 2. Subjects' Knowledge of Social Causality

In order to measure the subjects' knowledge of the causes of social behaviors, a self-reported instrument called the Ojemann *Knowledge of Social Causality* (KSC) was administered to the subjects. A significant difference was found between experimental and control subjects on the KSC. The direction of the difference favored the experimental subjects, and thus confirmed the second hypothesis. There is, however, an apparent tendency of the treatment to be most effective in the high-income experimental school.

### 3. Subjects' Adjustment

The *California Test of Personality* (CTP) was administered to the subjects in order to measure their own attitude toward their adjustment. There were no significant direct effects due to treatment (EXP). There was, however, a significant interaction between treatment (EXP) and socio-economic status (SES). Inspection of the change scores revealed the treatment to be apparently more effective in the low-income experimental school. Also, the low-income experimental school realized an absolute, positive (as well as relative) change score; thus, the third hypothesis is partly confirmed.

4. Subjects' Attitude Toward School

It was expected that as a result of the treatment, the experimental subject would improve in their attitude toward school. This subject attitude was measured via a self report instrument titled the IOX School Sentiment Index (SSI). There were no significant effects involving treatment (EXP).

5. Miscellaneous Results

Hypothesis five states that the analysis of the data will reveal differences across treatment group due to the socio-economic status, the sex, and the age (the proxy variable for age is the grade level) of the subjects.

There were significant main effects due to socio-economic status (SES) on the KSC, on the parents' scale, number one (academic maturity) of the BMS, and on the social and total adjustment scales of the CTP. In all these cases the high income subjects realized higher change scores than did the low-income subjects.

There were significant main effects due to the sex (SEX) of the subjects on both the teacher and parents scale number one (academic maturity) on the BMS, on the CTP social adjustment sub-scale, and on the SSI. In all these cases the change scores favored females.

There were a few significant main and interaction effects, and a few tendencies toward significance involving grade (GRD). However, among these there were no obvious trends.

## Analysis of Two Year Longitudinal Data

### A. Hypotheses

1. Subjects in the experimental group will exhibit significantly greater positive changes in knowledge of social causality than control subjects, as measured by the Ojemann Knowledge of Social Causality.

2. Experimental subjects will exhibit significantly greater positive changes in their attitude toward their adjustment than control subjects, as measured by the California Test of Personality.

3. Differential effects will occur within both experimental and control groups as a result of socio-economic status, sex, and age (grade).

## B. Findings

The data available for a longitudinal study were limited, as compared to the yearly data. This is primarily for two reasons. First, instruments were changed from the first implementation to the second, and second the subject migration out of the project school restricted the number of subjects with two year's worth of data.

### 1. Subjects' Knowledge of Social Causality

The KSC was administered to third grade subjects during the first implementation year and then to third and fourth grade subject during the second implementation. The instrument measures the subjects' knowledge of the causes of social behaviors.

There was no significant main effect due to treatment; however, there was a significant interaction between treatment (EXP) and sex (SEX) and a tendency toward interaction between treatment (EXP) and socio-economic status (SES). Inspection of the mean change scores revealed that the experimental female subjects showed absolute improvement over all other subject groups, and that the experimental male subjects showed an absolute decline relative to control male subjects and experimental female subjects. The interaction involving socio-economic status favored the high income experimental subjects. Thus, the first hypothesis is partly confirmed.

### 2. Subjects' Adjustment

It is on this instrument by which the largest sample of subjects were measured. The CTP yields the subjects' perception and attitude toward his Personal, Social, and Total Adjustment. There were no significant main effects due to treatment over the two year period of the longitudinal study; however, on the personal and total adjustment scales, there was a tendency toward a treatment effect (EXP). Inspection of mean change scores revealed absolute and relative decline for experimental subjects. Also, there were significant interaction effects between treatment (EXP) and socio-economic status (SES) on the personal and total adjustment scales. On both scales, experimental subjects declined absolutely; but the high income control group improved considerably, while the low income control group declined slightly more than the low income experimental group. Thus, the low income experimental subjects are likely not different from their control, while the high income subjects are. In all, the second hypotheses was not confirmed.

### 3. Miscellaneous Results

There was a significant main effect due to socio-economic status (SES) on the KSC, and on the social and total adjustments of the CTP. In all case the difference favored the high income subjects.

## III. Discussion

### A. Review of Results

With respect to treatment effects, the experimental subjects scored higher than control subjects on the teacher rated in-class behavior checklists. On this measure there were greater relative differences among low-income subjects than high-income subjects. Second, the experimental subjects did as well as, or better than, control subjects on the self-report test of knowledge of social causality. Here, there were greater relative differences among high income subjects. Third, the experimental subjects obtained poorer scores than the control subjects on the self-reported measure of adjustment. This result was also affected by socio-economic variables, in that the depressed scores were primarily among high-income subjects, while low-income subjects appeared to be trending toward actual improvement.

Among these results, there were also evidences of sex and grade interaction effects. That is, in all cases where evident, the treatment negatively affected the scores of the experimental males absolutely and relative to that of the control males. The grade effect appeared primarily during the first year, and seemed to indicate that the treatment was more effective with older subjects.

Next, the observational data submitted by parents and teachers sometimes expressed contradictory results. Finally, the data obtained from or about parents and teachers were generally unreliable or inconclusive. That is, the teachers' written responses to questions about their attitudes did not always correspond to their verbal reports or to their classroom behaviors. Also, neither teachers' MTAI responses nor parent attitude questionnaire responses correlate with subject changes.

### B. Discussion

It had been hypothesized that the experimental group would exhibit significantly greater (than the control group) positive change in selected behaviors as noted by their parents and teachers on objective behavior observation checklists. The teachers' responses generally confirmed that hypothesis, but the parents' responses were non-discriminatory or tended toward a contrary finding. For the teachers' responses to be ignored or rejected, the experimental school teachers would have had to systematically bias their reports. This is unjustified scepticism, for society has readily accepted teacher judgment of pupil academic performance and evidence such as the findings in studies by Gluech (1950), Scarpitti (1964), Kvaraceus (1966), and others, indicates that teachers can spot and report behavior disorders, as well.

The findings concerning the subjects' knowledge of social causality reinforces and extends the work of Ojemann (1953) and Spano (1965). These authors found that the knowledge of the causes of social behaviors can be taught to young school age children, and the findings of the present study shows that such education can be implemented through a large program which utilized normal school system personnel and resources previously untrained in this specific area.

Thus the hypothesis concerned with improving selected behaviors was, at least, partly confirmed; and the hypothesis about teaching knowledge of social causality was also partly confirmed. It had also been hypothesized that experimental subjects would realize improved adjustment and/or self-concepts. The evidence not only does not confirm this, but tends to confirm a contrary hypothesis.

An unexpected finding was that the subjects' self-reported personal and social adjustment tended toward a direction contrary to that hypothesized. This contradiction of an important hypothesis may be explained by noting the strong interaction between treatment and sex. It is true that much of the negative results occured in the male subjects. It is also true that males, both experimental and control, did generally worse than females on the teachers' behavior ratings, but not on the parents' behavior ratings.

Now, since it is widely accepted that male pupils tend to resist the processes of education more than females (at the age of those in the project), two possible explanations are immediately evident. First, it may be that male subjects are to be expected to have poorer scores than females on affective measures. Second, it may be that as the H-S-C process taught the subjects to express their feelings, the males did express their negative feelings on the self-reported adjustment questionnaire.

It is important to consider the interaction between treatment and socio-economic status that was evident in the findings. It must be stated that this effect was anticipated and was the reason for the original stratification by income group. However, it was not anticipated exactly how this would affect the results. Thus, one must review the project in general when attempting explanation. There appears to be several possible explanations for this interaction which may be gleaned from additional knowledge about the project. First, on the teacher rated behavior checklists and on the self-reported adjustment instruments, the low-income subjects appear to have done relatively better than the high-income subjects. It may be that these instruments are so constructed that gains are easier to make at the low end of these scales, from which the low-income subjects started. Second, it may that the H-S-C process works better among those with generally below norm behaviors and depressed self-concepts or adjustment. Third, it may be that the H-S-C process and low-income subjects work well together on the more affective area of behavior and adjustment.

It was also found that high-income experimental subjects did relatively better on the KSC instrument. It may be that the knowledge of the causes of social behaviors is more of a cognitive area, and that high-income subjects would be expected to perform better than low-income subjects.

Another possible explanation for the socio-economic interaction with treatment may be in the apparently different initial attitudes of the administrators and faculties of the high and low-income experimental schools. The low-income experimental school seemed to be primed with a concern for enhancing their pupils affective communication and coping skills and self-concepts as a prerequisite to enhancing their academic or cognitive performance. In contrast, the high-income experimental school seemed wedded to the paramont goal of developing academic or cognitive performance.

If accurate, any of these attitudes and/or explanations would lead to the experienced results of the low-income experimental school relatively out-performing the high-income experimental school in the more affective areas of in-school behaviors and self-reported adjustment, while the high-income experimental school was excelling in the more cognitive knowledge of social causality.

Finally, the relatively better results in the low-income experimental school may be interpreted in another way. To make this point, one other idea must be presented first. Namely, that the teachers generally found the reports and activities expected of them to be rather burdensome; however, the resistance to the project came most strongly from the high-income experimental school. This is consistant with the high-incomes school's generally expressed valuing of academic achievement over all else. The point is that the H-S-C process may be relatively more successful in imparting its ideas to already motivated teachers. That is, H-S-C may be able to teach motivated teachers to relay the material to their subjects, but the H-S-C process may be relatively ineffective in simultaneously raising the consciousness of resisting teachers, motivating these teachers to learn new ideas, teaching the ideas, and teaching the teachers to relay the new materials. Thus, the high-income school's teacher were able to excel at that aspect of the project which was most similar to their normal practice; namely the teaching of the knowledge of social causality. At the same time the low-income school's teachers more readily adopted and relayed the new idea of affective education.

In line with the experienced resistance by the teachers was the unexpected and disappointing inability to obtain precise information about the on-going, in-class process of interaction between the teachers and the pupils with respect to H-S-C material and subjects. This problem included the apparent difference between the verbally reported and written responses of some of the teacher about their attitudes. This also included the resistance to certain types of in-class behavior observation routines which included specification of teacher activities. Finally, this included apparent differences in: (a) the attitudes expressed by teachers on the MTAI, and (b) the in-class behaviors of some of the teachers. All of this seemed to imply a desire by some of the teacher to not be committed on paper and to not be evaluated in any form. This then had the effect of invalidating some of the more unstructured instruments, and causing them and others to be changed or dropped in mid-program.

Finally, another facet of the unanticipated result of the apparent difference between the responses of the parents and teaches on their respective behavior observation checklists was a general main effect due to socio-economic status on the parents' checklists (and not on the teachers'). Whenever this was evident the low-income subjects were rated down. This parent response may reflect the lower literacy rate among the low-income parents. This inability to report may have caused the differences seen in the teachers and parents responses. The differences may, however, have reflected different expectations of parent and teacher, or that the behaviors taught by H-S-C as implicitly appropriate for the school setting were not so when carried out in the house. Finally, the differences may have reflected that the teachers are better observers and/or reports of behaviorally oriented material than are parents.

## TABLE 3

## ANALYSIS OF VARIANCE TABLE
## BCP, FACTOR I, BY TEACHERS
## (1971-72)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 3322.59023 | 1 | 3322.59000 | 33.51796 |
| EXP(A) | 682.65140 | 1 | 682.65136 | 6.88652** |
| SES(B) | 77.34540 | 1 | 77.34540 | 0.78025 |
| SEX(C) | 1240.18104 | 1 | 1240.18090 | 12.51032** |
| GRD(D) | 2707.16016 | 3 | 902.38671 | 9.10319** |
| AXB | 1086.07514 | 1 | 1085.07490 | 10.95622** |
| AXC | 22.66784 | 1 | 22.66783 | 0.22867 |
| AXD | 1526.10608 | 3 | 508.70190 | 5.13173** |
| BXC | 2.42309 | 1 | 2.42309 | 0.02444 |
| BXD | 265.03975 | 3 | 88.34651 | 0.89123 |
| CXD | 501.66745 | 3 | 167.22241 | 1.68692 |
| ERROR | 4361.66032 | 44 | 99.12863 | |

** $p < 0.05$

## TABLE 4

### MEAN CHANGE SCORE
### BCP, FACTOR I, BY TEACHERS
### (1971-72)

| Main Effect for: Treatment (EXP) | Experimental | Control |
|---|---|---|
| | $\bar{x}$ = -4.65 | $\bar{x}$ = -11.75 |
| | n = 254 | n = 266 |

## TABLE 5

### MEAN CHANGE SCORE
### BCP, FACTOR I, BY TEACHERS
### (1971-72)

| Main Effect for: Sex (SEX) | Male | Female |
|---|---|---|
| | $\bar{x}$ = -11.55 | $\bar{x}$ = -4.84 |
| | n = 267 | n = 253 |

## TABLE 6

### MEAN CHANGE SCORE
### BCP, FACTOR I, BY TEACHER
### (1971-72)

Main Effect for: Grade (GRD)

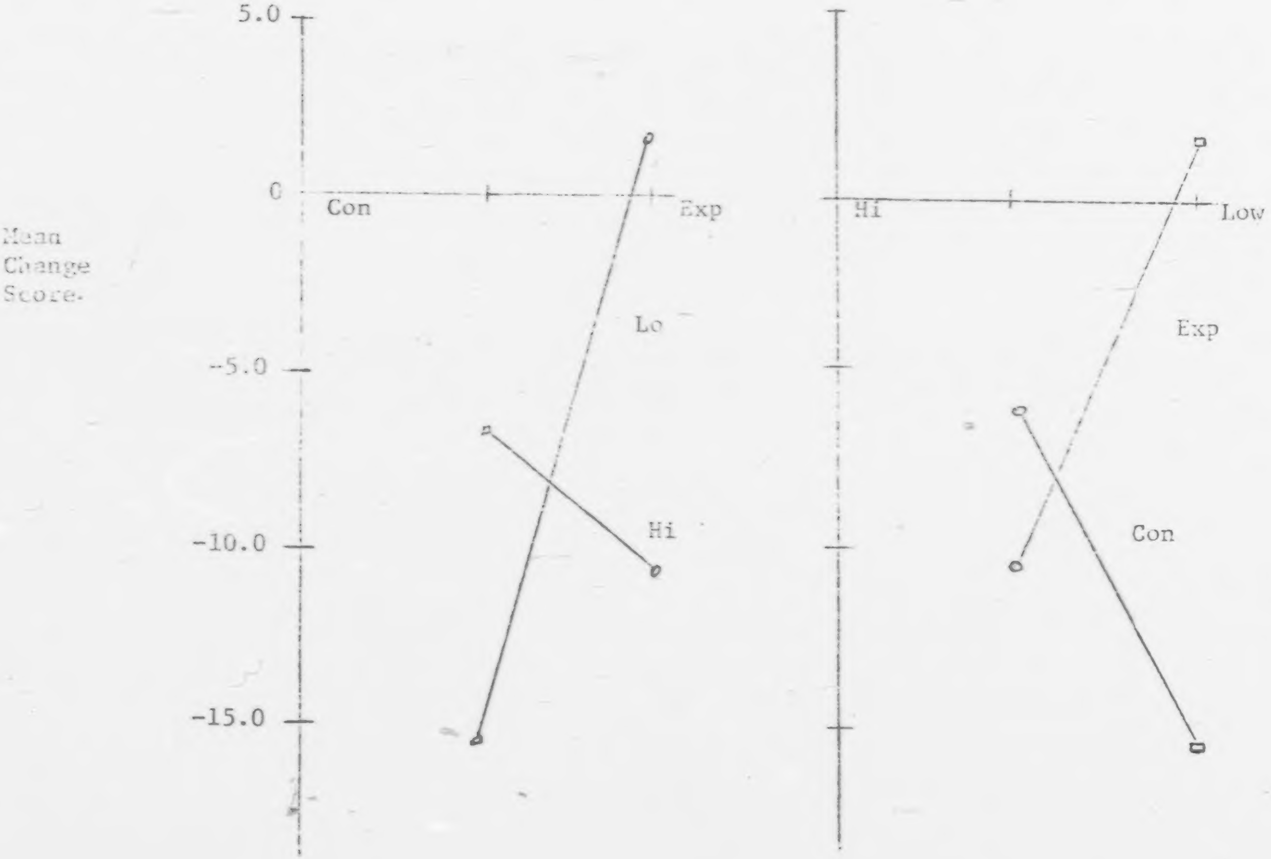
| K | 1 | 2 | 3 |
|---|---|---|---|
| $\bar{x}$ = -11.835 | $\bar{x}$ = -1.21 | $\bar{x}$ = -1.74 | $\bar{x}$ = -17.40 |
| n = 85 | n = 138 | n = 142 | n = 155 |

FIGURE 2

INTERACTION BETWEEN EXP AND SES
FOR BCP, FACTOR I, BY TEACHER

(1971-72)

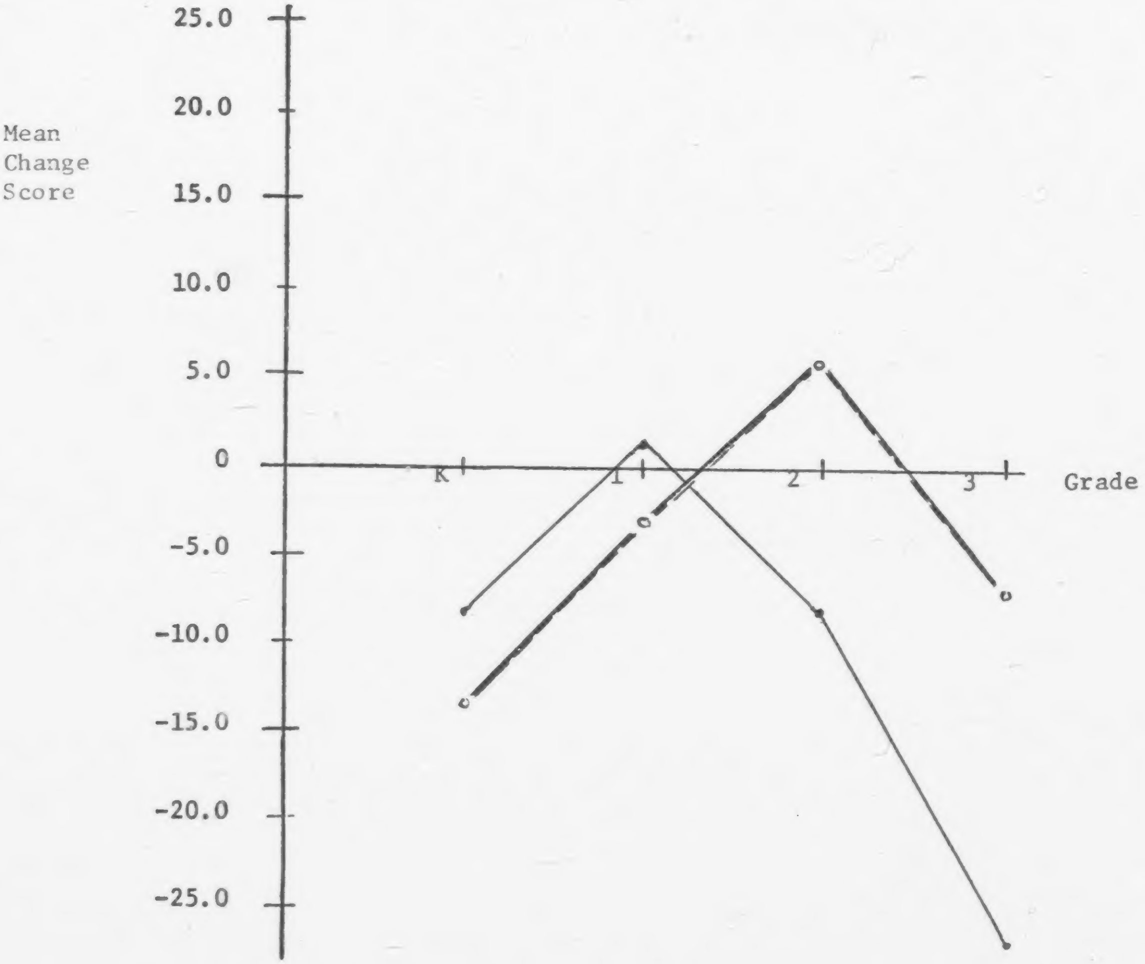
| | High | Low |
|---|---|---|
| Experimental | -10.57<br>(N=129) | 1.46<br>(N=129) |
| Control | -6.99<br>(N=119) | -15.61<br>(N=147) |



## FIGURE 3

INTERACTION BETWEEN EXP AND GRADE
FOR BCP, FACTOR II, BY TEACHERS
(1971-72)

| | Experimental | Control |
|---|---|---|
| K | -13.48<br>(N=54) | -8.97<br>(N=31) |
| 1 | -3.16<br>(N=71) | 0.85<br>(N=67) |
| 2 | 5.92<br>(N=54) | -8.56<br>(N=88) |
| 3 | -7.43<br>(N=75) | -26.85<br>(N=80) |



## TABLE 7

## ANALYSIS OF VARIANCE TABLE
## BCP, FACTOR II, BY TEACHERS
## (1971-72)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 131.23309 | 1 | 131.23309 | 1.92584 |
| EXP(A) | 166.36974 | 1 | 166.36972 | 2.44147 |
| SES(B) | 176.23219 | 1 | 176.23218 | 2.58620 |
| SEX(C) | 420.65693 | 1 | 420.65673 | 6.17313** |
| GRD(D) | 1105.97751 | 3 | 368.65893 | 5.41006** |
| AXB | 78.66851 | 1 | 78.66850 | 1.15446 |
| AXC | 22.74011 | 1 | 22.74010 | 0.33371 |
| AXD | 650.28216 | 3 | 216.76065 | 3.18096** |
| BXC | 0.23116 | 1 | 0.23116 | 0.00339 |
| BXD | 120.47323 | 3 | 40.15773 | 0.58931 |
| CXD | 106.62194 | 3 | 35.54063 | 0.52156 |
| ERROR | 2998.29914 | 44 | 68.14316 | |

** $p < 0.05$

## TABLE 8

## MEAN CHANGE SCORE
## BCP, FACTOR II, BY TEACHERS
## (1971-72)

| Main Effect for: SES(SEX) | Male | Female |
|---|---|---|
| | $\bar{x}$ = 1.42 | $\bar{x}$ = -2.78 |
| | n = 267 | n = 253 |

## TABLE 8A
## MEAN CHANGE SCORE
## BCP, FACTOR II, BY TEACHERS
## (1971-72)

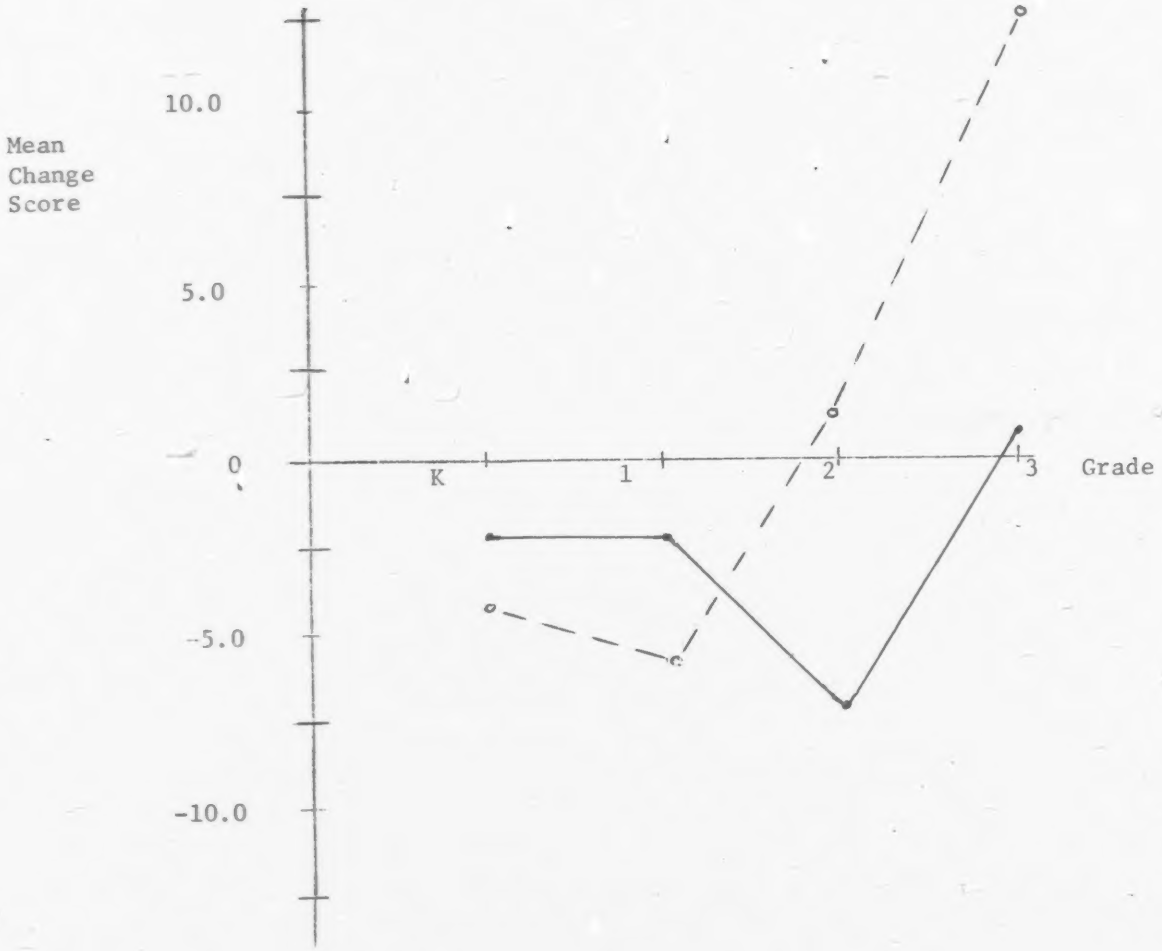
Main Effect for: Grade (GRD)

| K | 1 | 2 | 3 |
|---|---|---|---|
| $\bar{x}$ = -3.14 | x = -4.41 | $\bar{x}$ = -1.82 | $\bar{x}$ = 5.34 |
| n = 85 | n = 38 | n = 142 | n = 155 |

FIGURE 4

INTERACTION BETWEEN EXP AND GRADE
FOR BCP, FACTOR III, BY TEACHERS
(1971-72)

| | Experimental | Control |
|---|---|---|
| K | -2.58<br>(N=54) | -4.60<br>(N=41) |
| 1 | -2.90<br>(N=71) | -6.05<br>(N=67) |
| 2 | -7.18<br>(N=54) | 1.47<br>(N=88) |
| 3 | 0.22<br>(N=75) | 10.14<br>(N=80) |



## TABLE 9

## ANALYSIS OF VARIANCE TABLE
## BCP, FACTOR III, BY TEACHERS
## (1971-72)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 21841.88471 | 1 | 21841.88200 | 71.88599** |
| EXP(A) | 208.07277 | 1 | 208.07277 | 0.68481 |
| SES(B) | 0.00295 | 1 | 0.00295 | 0.00001 |
| SEX(C) | 1381.93906 | 1 | 1381.93890 | 4.54824** |
| GRD(D) | 777.17225 | 3 | 259.05737 | 0.85261 |
| AXB | 98.15922 | 1 | 98.15921 | 0.32306 |
| AXC | 306.75149 | 1 | 306.75146 | 1.00958 |
| AXD | 729.19314 | 3 | 243.06436 | 0.79997 |
| BXC | 3.02746 | 1 | 3.02746 | 0.00996 |
| BXD | 901.86015 | 3 | 300.61987 | 0.98940 |
| CXD | 85.87311 | 3 | 28.62436 | 0.09421 |
| ERROR | 13368.99352 | 44 | 303.84057 | |

** $p < 0.05$

## TABLE 10

## MEAN CHANGE SCORE
## BCP, FACTOR III, BY TEACHER
## (1971-72)

| Main Effect for: Sex (SEX) | Male | Female |
|---|---|---|
| | $\overline{x}$ = -16.60 | $\overline{x}$ = -22.54 |
| | n = 268 | n = 253 |

## TABLE 11

## ANALYSIS OF VARIANCE TABLE
## BCP, FACTOR IV, BY TEACHERS
## (1971-72)

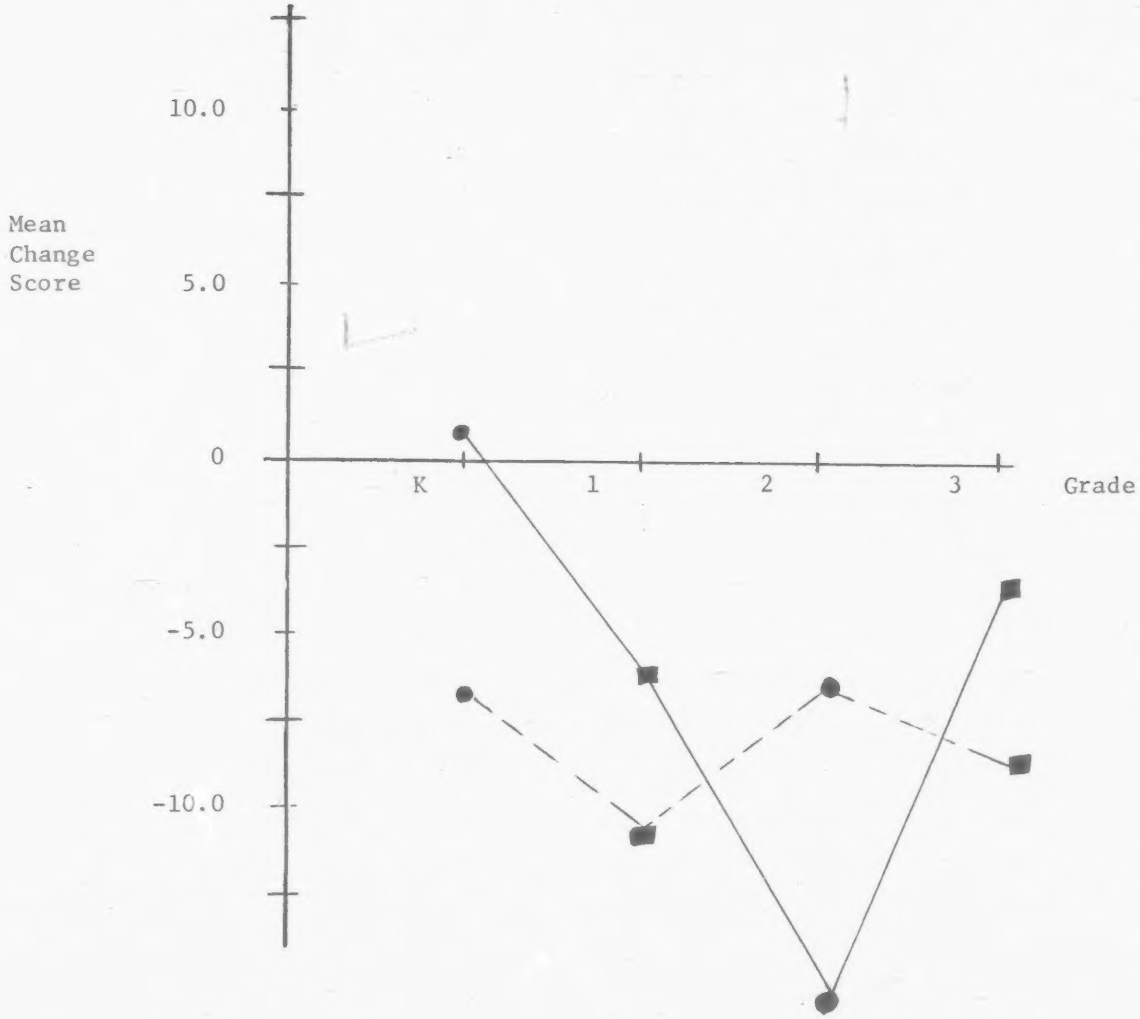
| Source | Sum of Squares | D.F. | Mean Score | F |
|---|---|---|---|---|
| CONSTANT | 2639.92373 | 1 | 2639.92350 | 30.49205** |
| EXP(A) | 44.48439 | 1 | 44.48438 | 0.51381 |
| SES(B) | 3.29984 | 1 | 3.29984 | 0.03811 |
| SEX(C) | 0.96185 | 1 | 0.96185 | 0.01111 |
| GRD(D) | 559.66422 | 3 | 186.55469 | 2.15477 |
| AXB | 14.60768 | 1 | 14.60768 | 0.16872 |
| AXC | 9.67369 | 1 | 9.67369 | 0.11173 |
| AXD | 791.26444 | 3 | 263.75463 | 3.04646** |
| BXC | 2.75495 | 1 | 2.75495 | 0.03182 |
| BXD | 108.79323 | 3 | 36.26440 | 0.41887 |
| CXD | 85.34635 | 3 | 28.44878 | 0.32859 |
| ERROR | 4069.13945 | 47 | 85.57742 | |

** $p < 0.05$

FIGURE 5

INTERACTION BETWEEN EXP AND GRADE
FOR BCP, FACTOR IV, BY TEACHERS
(1971-72)

| | Experimental | Control |
|---|---|---|
| K | 0.99 (N=58) | -6.84 (N=42) |
| 1 | -6.17 (N=80) | -10.12 (N=80) |
| 2 | -15.12 (N=81) | -5.95 (N=101) |
| 3 | -3.40 (N=87) | -7.34 (N=99) |



# TABLE 12

## ANALYSIS OF VARIANCE TABLE
## BCP, FACTOR I, BY PARENTS
## (1971-72)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 253.53935 | 1 | 253.53934 | 6.48648** |
| EXP(A) | 339.87540 | 1 | 339.87524 | 8.69528** |
| SES(B) | 241.53680 | 1 | 241.53679 | 6.17941** |
| SEX(C) | 26.84811 | 1 | 26.84810 | 0.68687 |
| GRD(D) | 69.00147 | 3 | 23.00049 | 0.58844 |
| AXB | 96.78893 | 1 | 96.78893 | 2.47622 |
| AXC | 145.08830 | 1 | 145.08830 | 3.71190* |
| AXD | 50.47781 | 3 | 16.82593 | 0.43047 |
| BXC | 0.00062 | 1 | 0.00062 | 0.00002 |
| BXD | 53.86635 | 3 | 17.95544 | 0.45937 |
| CXD | 30.08319 | 3 | 10.02773 | 0.25655 |
| ERROR | 1641.66834 | 42 | 39.08733 | |

** $p < 0.05$

* $p < 0.1$

## TABLE 13

### MEAN CHANGE SCORE
### BCP, FACTOR I, BY PARENTS
### (1971-72)

| Main Effect for: | | Experimental | Control |
|---|---|---|---|
| | Treatment (EXP) | | |
| | | $\bar{x}$ = 0.25 | $\bar{x}$ = 2.06 |
| | | n = 221 | n = 213 |

## TABLE 14

### MEAN CHANGE SCORE
### BCP, FACTOR I, BY PARENTS
### (1971-72)

| Main Effect for: | | High | Low |
|---|---|---|---|
| | Socio-Economic Status (SES) | | |
| | | $\bar{x}$ = 4.63 | $\bar{x}$ = -2.10 |
| | | n = 210 | n = 227 |

TABLE 15

ANALYSIS OF VARIANCE TABLE
BCP, FACTOR II, BY PARENTS
(1971-72)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 1668.80126 | 1 | 1668.80100 | 6.42311** |
| EXP(A) | 1713.53018 | 1 | 1713.53000 | 6.59527** |
| SES(B) | 10392.70968 | 1 | 10392.70700 | 40.00090** |
| SEX(C) | 2320.42131 | 1 | 2320.42110 | 8.93116** |
| GRD(D) | 73.76681 | 3 | 24.58893 | 0.09464 |
| AXB | 114.07609 | 1 | 114.07608 | 0.43907 |
| AXC | 550.90345 | 1 | 550.90332 | 2.12039 |
| AXD | 3134.61600 | 3 | 1044.87180 | 4.02165** |
| BXC | 845.88128 | 1 | 845.88110 | 3.25575* |
| BXD | 304.80870 | 3 | 101.60286 | 0.39106 |
| CXD | 111.21309 | 3 | 37.07101 | 0.14268 |
| ERROR | 10912.10493 | 42 | 259.81176 | |

** $p < 0.05$

* $p < 0.1$

## TABLE 16

## MEAN CHANGE SCORE
## BCP, FACTOR II, BY PARENTS
## (1971-72)

| Main Effect for: Treatment (EXP) | Experimental | Control |
|---|---|---|
| | $\overline{x}$ = -1.39 | $\overline{x}$ = -7.20 |
| | n = 224 | n = 213 |

## TABLE 17
## MEAN CHANGE SCORE
## BCP, FACTOR II, BY PARENTS
## (1971-72)

| Main Effect for: Socio-Economic Status (SES) | High | Low |
|---|---|---|
| | $\overline{x}$ = -15.84 | $\overline{x}$ = 6.53 |
| | n = 210 | n = 227 |

## TABLE 18

## MEAN CHANGE SCORE
## BCP, FACTOR II, BY PARENTS
## (1971-72)

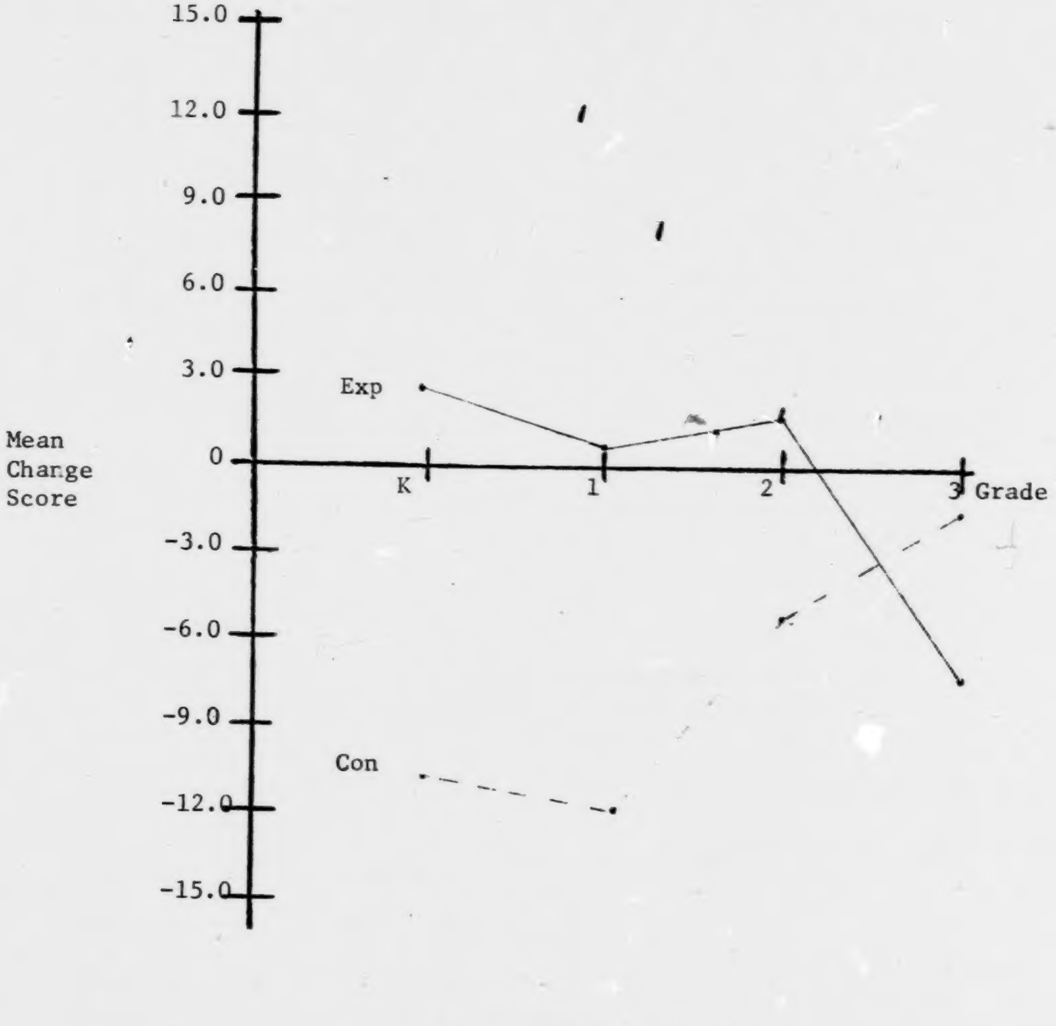
| Main Effect for: Sex (SEX) | Male | Female |
|---|---|---|
| | $\overline{x}$ = 3.66 | $\overline{x}$ = -12.90 |
| | n = 229 | n = 208 |

# FIGURE 6

## INTERACTION BETWEEN EXP AND GRADE FOR BCP, FACTOR II, BY PARENTS

(1971-72)

| | Experimental | Control |
|---|---|---|
| K | 2.86<br>(N=35) | -11.01<br>(N=42) |
| 1 | 0.58<br>(N=57) | -12.42<br>(N=55) |
| 2 | 1.65<br>(N=49) | - 5.59<br>(N=53) |
| 3 | -7.27<br>(N=73) | - 1.45<br>(N=63) |



## TABLE 19

## ANALYSIS OF VARIANCE TABLE
## BCP, FACTOR III, BY PARENTS
## (1971-72)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 299.22568 | 1 | 299.22558 | 1.86701 |
| EXP(A) | 30.67056 | 1 | 30.67055 | 0.19137 |
| SES(B) | 2477.80058 | 1 | 2477.80050 | 15.46015** |
| SEX(C) | 143.11831 | 1 | 143.11830 | 0.89298 |
| GRD(D) | 1018.80723 | 3 | 339.60229 | 2.11894 |
| AXB | 133.28830 | 1 | 133.28850 | 0.83165 |
| AXC | 21.03212 | 1 | 21.03212 | 0.13123 |
| AXD | 670.23808 | 3 | 223.41267 | 1.39398 |
| BXC | 0.12323 | 1 | 0.12323 | 0.00077 |
| BXD | 670.96963 | 3 | 223.65649 | 1.39550 |
| CXD | 140.08048 | 3 | 46.69348 | 0.29134 |
| ERROR | 6731.35061 | 42 | 160.27017 | |

** $p < 0.05$

## TABLE 20

## MEAN CHANGE SCORE
## BCP, FACTOR III, BY PARENTS
## (1971-72)

| Main Effect for: Socio-Economic Status (SES) | High | Low |
|---|---|---|
| | $\bar{x} = -6.98$ | $\bar{x} = 5.53$ |
| | n = 212 | n = 227 |

## TABLE 21

### ANALYSIS OF VARIANCE TABLE
### BCP, FACTOR IV, BY PARENTS
### (1971-72)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| Constant | 5048.76852 | 1 | 5048.76560 | 35.09291** |
| EXP (A) | 5.67333 | 1 | 5.67332 | 0.03943 |
| SES (B) | 791.72739 | 1 | 791.72729 | 5.50313** |
| SEX (C) | 86.36077 | 1 | 86.36076 | 0.60028 |
| GRD (D) | 194.78641 | 3 | 64.92879 | 0.45131 |
| AXB | 13.27933 | 1 | 13.27933 | 0.09230 |
| AXC | 0.59549 | 1 | 0.59549 | 0.00414 |
| AXD | 621.48378 | 3 | 207.16121 | 1.43993 |
| BXC | 24.60529 | 1 | 24.60529 | 0.17103 |
| BXD | 440.41619 | 3 | 146.80533 | 1.02041 |
| CXD | 280.49058 | 3 | 93.49683 | 0.64988 |
| ERROR | 6330.21549 | 44 | 143.86852 | |

$^{**}p < 0.05$

## TABLE 22

### MEAN CHANGE SCORE
### BCP, FACTOR IV, BY PARENTS
### (1971-72)

| Main Effect for: Socio Economic Status (SES) | High | Low |
|---|---|---|
| | x = -12.54<br>n = 254 | x = 6.51<br>n = 286 |

### TABLE 23

### ANALYSIS OF VARIANCE TABLE
### KSC
### (1971-72)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 3.45995 | 1 | 3.45995 | 5.49685 |
| EXP(A) | 8.26306 | 1 | 8.26306 | 13.12641** |
| SES(B) | 12.68773 | 1 | 12.68773 | 20.15526** |
| SEX(C) | 0.68773 | 1 | 0.70004 | 1.11206 |
| AXB | 6.61441 | 1 | 6.61441 | 10.50742** |
| AXC | 2.49720 | 1 | 2.49720 | 3.96607* |
| BXC | 1.84600 | 1 | 1.84600 | 2.93249 |
| ERROR | 7.55390 | 12 | 0.62950 | |

**$p < 0.05$

*$p < 0.1$

### TABLE 24

### MEAN CHANGE SCORE
### KSC
### (1971-72)

| Main Effect for: Treatment (EXP) | Experimental | Control |
|---|---|---|
| | x = -0.076<br>n = 87 | x = 0.617<br>n = 83 |

### TABLE 25

### MEAN CHANGE SCORE
### KSC
### (1971-72)

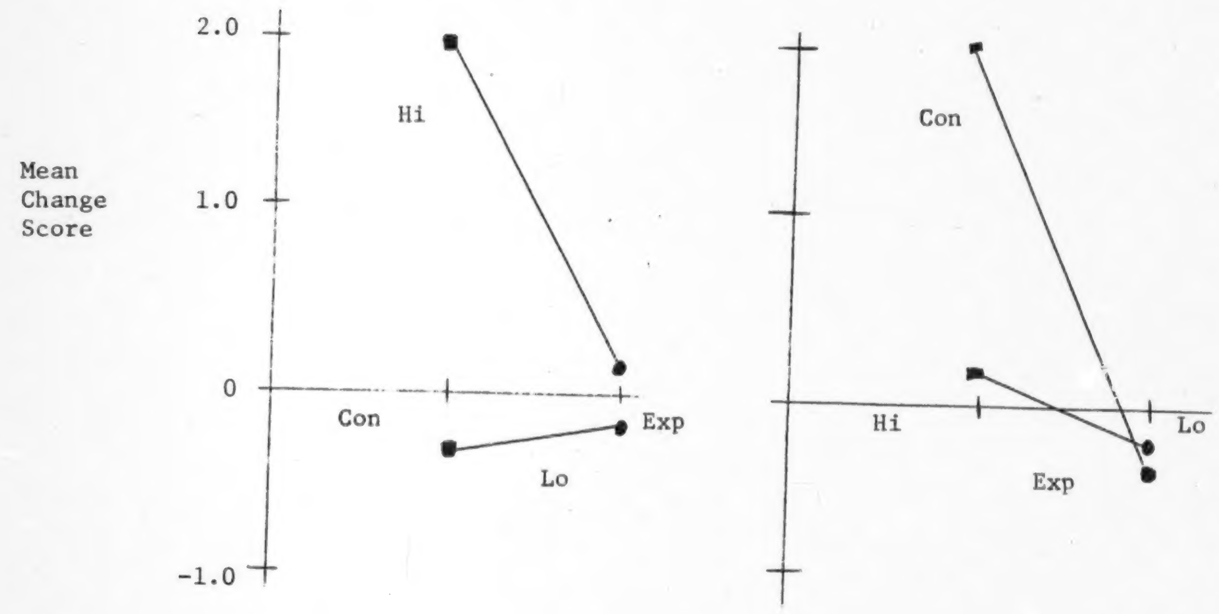
| Main Effect for: Socio-Economic Status (SES) | High | Low |
|---|---|---|
| | x = 1.023<br>n = 72 | x = -0.296<br>n = 98 |

FIGURE 7

INTERACTION BETWEEN EXP AND SES
FOR KSC

(1971-72)

| | High | Low |
|---|---|---|
| Experimental | 0.153<br>(N=39) | -0.262<br>(N=48) |
| Control | 2.051<br>(N=33) | -0.329<br>(N=50) |

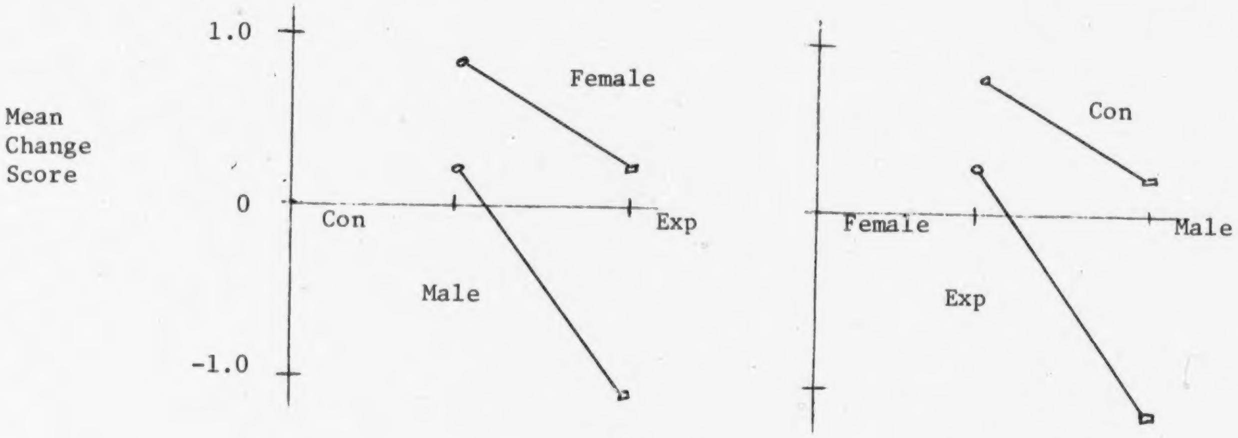


# FIGURE 8

# INTERACTION BETWEEN EXP AND SEX FOR KSC

(1971-72)

| | Female | Male |
|---|---|---|
| Experimental | 0.294<br>(N=63) | -1.047<br>(N=24) |
| Control | 0.871<br>(N=51) | 0.212<br>(N=32) |



## TABLE 26

### ANALYSIS OF VARIANCE TABLE
### CTP - PERSONAL ADJUSTMENT
### (1971-72)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 3.04112 | 1 | 3.04112 | 0.33900 |
| EXP(A) | 15.60069 | 1 | 15.60069 | 1.73905 |
| SES(B) | 11.79166 | 1 | 11.79166 | 1.31444 |
| SEX(C) | 1.82248 | 1 | 1.82248 | 0.20316 |
| GRD(D) | 46.18265 | 3 | 15.39422 | 1.71603 |
| AXB | 1.64864 | 1 | 1.64864 | 0.18378 |
| AXC | 39.93383 | 1 | 39.93382 | 4.45152** |
| AXD | 44.80182 | 3 | 14.93394 | 1.66472 |
| BXC | 1.24614 | 1 | 1.24614 | 0.13891 |
| BXD | 72.41873 | 3 | 24.13957 | 2.69090* |
| CXD | 37.25360 | 3 | 12.41786 | 1.38425 |
| ERROR | 394.71665 | 44 | 8.97083 | |

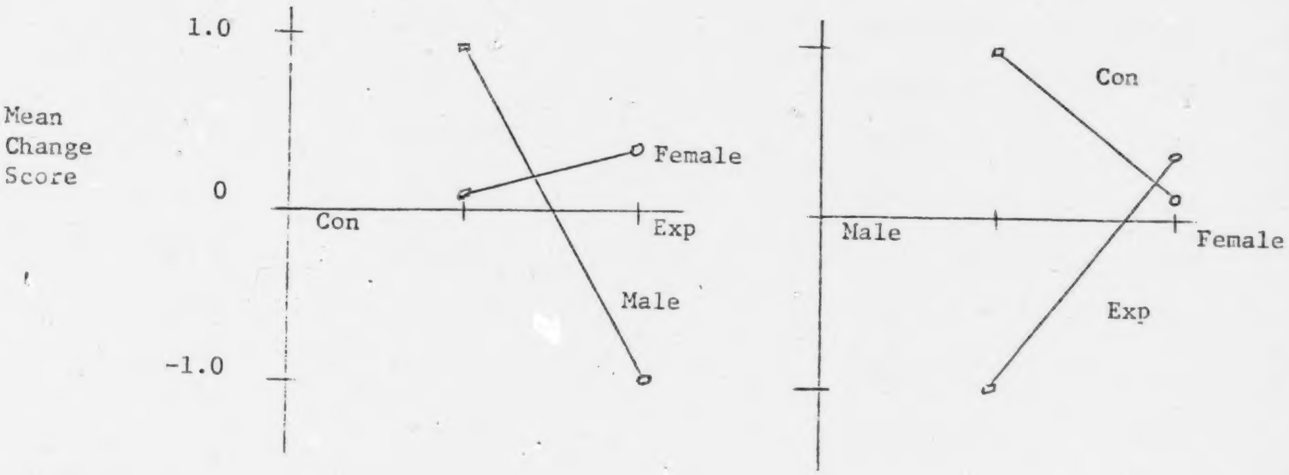
** $p < 0.05$

* $p < 0.1$

FIGURE 9

INTERACTION BETWEEN EXP AND SEX
FOR CTP, PERSONAL ADJUSTMENT
(1971-72)

| | Male | Female |
|---|---|---|
| Experimental | -0.98<br>(N=122) | 0.33<br>(N=119) |
| Control | 0.96<br>(N=135) | 0.07<br>(N=127) |



## TABLE 27

## ANALYSIS OF VARIANCE TABLE
## CTP -- SOCIAL ADJUSTMENT
## (1971-72)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 0.04406 | 1 | 0.04406 | 0.00805 |
| EXP(A) | 7.60511 | 1 | 7.60511 | 1.39027 |
| SES(B) | 134.81562 | 1 | 134.81561 | 24.64534** |
| SEX(C) | 6.62689 | 1 | 6.62689 | 1.21145 |
| GRD(D) | 7.69307 | 3 | 2.56436 | 0.46878 |
| AXB | 2.34471 | 1 | 2.34471 | 0.42863 |
| AXC | 37.59221 | 1 | 37.59221 | 6.87215** |
| AXD | 48.56899 | 3 | 16.18965 | 2.95959** |
| BXC | 0.25432 | 1 | 0.25432 | 0.04649 |
| BXD | 57.94918 | 3 | 19.31639 | 3.53119** |
| CXD | 2.98231 | 3 | 0.99410 | 0.18173 |
| ERROR | 246.16025 | 45 | 5.47023 | |

**$p < 0.05$

## TABLE 28

## MEAN CHANGE SCORE
## CTP -- SOCIAL ADJUSTEMENT
## (1971-72)

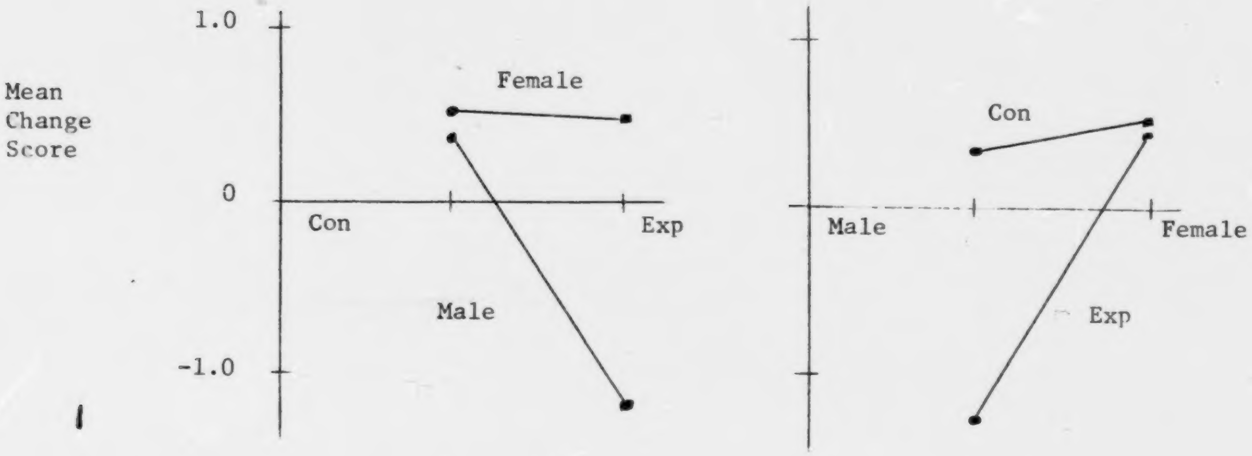
| Main Effect for: | Socio-Economic Status (SES) | High | Low |
|---|---|---|---|
| | | $\overline{x} = 1.621$ | $\overline{x} = -1.248$ |
| | | n = 228 | n = 275 |

FIGURE 10

INTERACTION BETWEEN EXP AND SEX
FOR CTP, SOCIAL ADJUSTMENT

(1971-72)

| | Male | Female |
|---|---|---|
| Experimental | -1.20<br>(N=122) | 0.47<br>(N=119) |
| Control | 0.39<br>(N=135) | 0.50<br>(N=127) |



## FIGURE 11

## INTERACTION BETWEEN EXP AND GRADE FOR CTP, SOCIAL ADJUSTMENT (1971-72)

| | Experimental | Control |
|---|---|---|
| K | 0.02<br>(N=37) | 0.86<br>(N=39) |
| 1 | -0.63<br>(N=61) | -0.15<br>(N=65) |
| 2 | 0.79<br>(N=65) | 0.16<br>(N=79) |
| 3 | -1.33<br>(N=78) | 1.01<br>(N=79) |

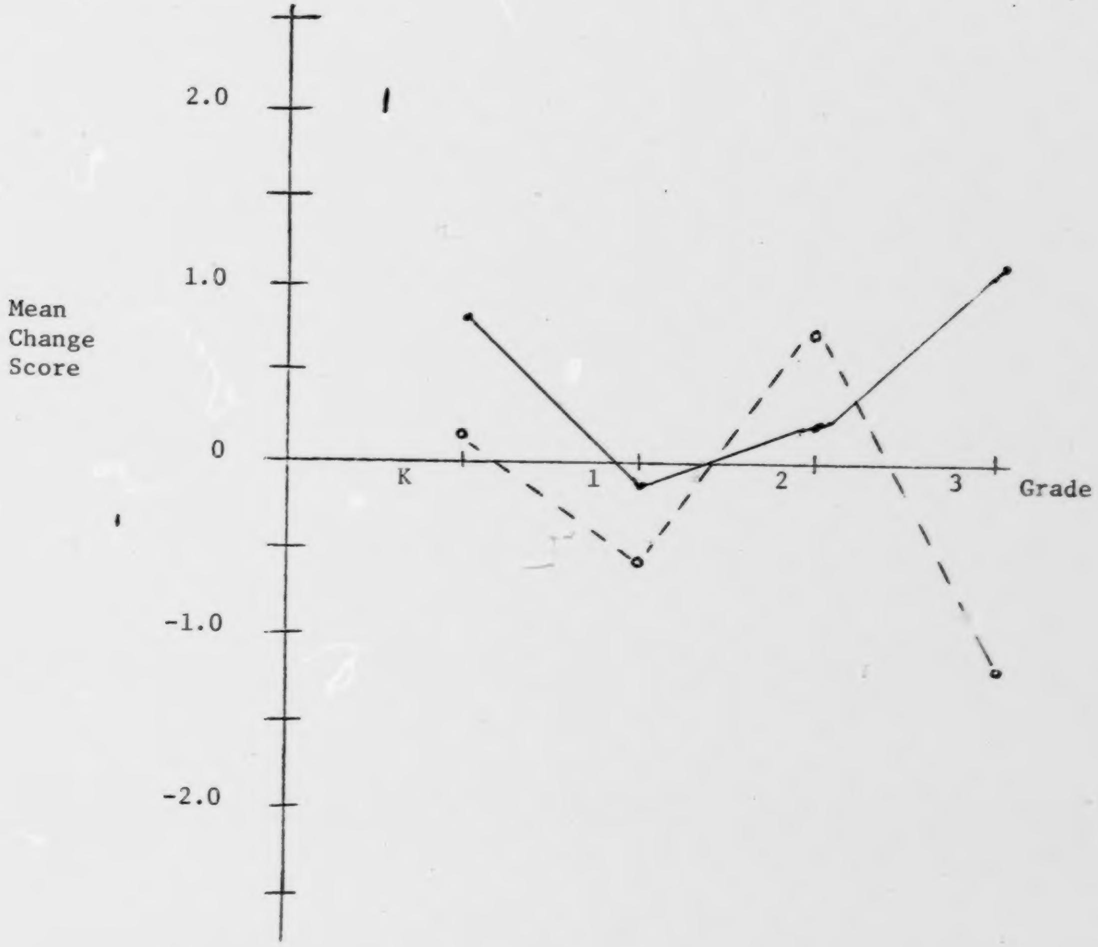
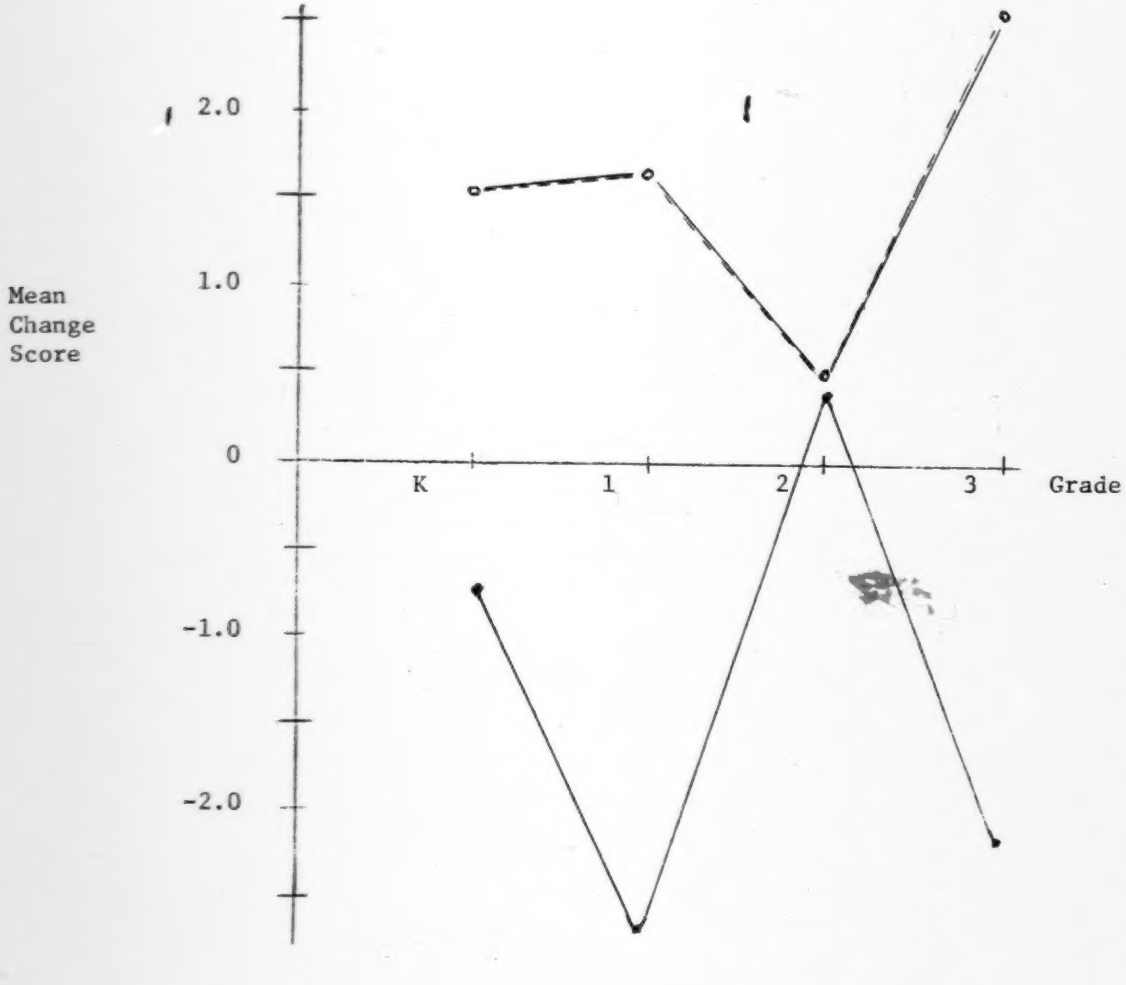


FIGURE 12

INTERACTION BETWEEN SES AND GRADE
FOR CTP, SOCIAL ADJUSTMENT

(1971-72)

| | High | Low |
|---|---|---|
| K | 1.57<br>(N=40) | -0.80<br>(N=36) |
| 1 | 1.66<br>(N=61) | -2.31<br>(N=65) |
| 2 | 0.50<br>(N=61) | 0.41<br>(N=83) |
| 3 | 2.64<br>(N=66) | -2.18<br>(N=91) |



## TABLE 29

### ANALYSIS OF VARIANCE TABLE
### CTP -- TOTAL ADJUSTMENT
### (1971-72)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 22.73612 | 1 | 22.73611 | 0.90092 |
| EXP(A) | 78.89789 | 1 | 78.89787 | 3.12635 |
| SES(B) | 158.08943 | 1 | 158.08943 | 6.26433** |
| SEX(C) | 11.20766 | 1 | 11.20766 | 0.44411 |
| GRD(D) | 132.13410 | 3 | 44.04469 | 1.74528 |
| AXB | 5.17035 | 1 | 5.17035 | 0.20488 |
| AXC | 115.61823 | 1 | 115.61823 | 4.58140** |
| AXD | 159.53153 | 3 | 53.17717 | 2.10716 |
| BXC | 0.96982 | 1 | 0.96982 | 0.03843 |
| BXD | 247.99816 | 3 | 82.66605 | 3.27566** |
| CXD | 36.73713 | 3 | 12.24571 | 0.48524 |
| ERROR | 1135.64019 | 45 | 25.23643 | |

** $p < 0.05$

## TABLE 30

### MEAN CHANGE SCORE
### CTP, TOTAL ADJUSTMENT
### (1971-72)

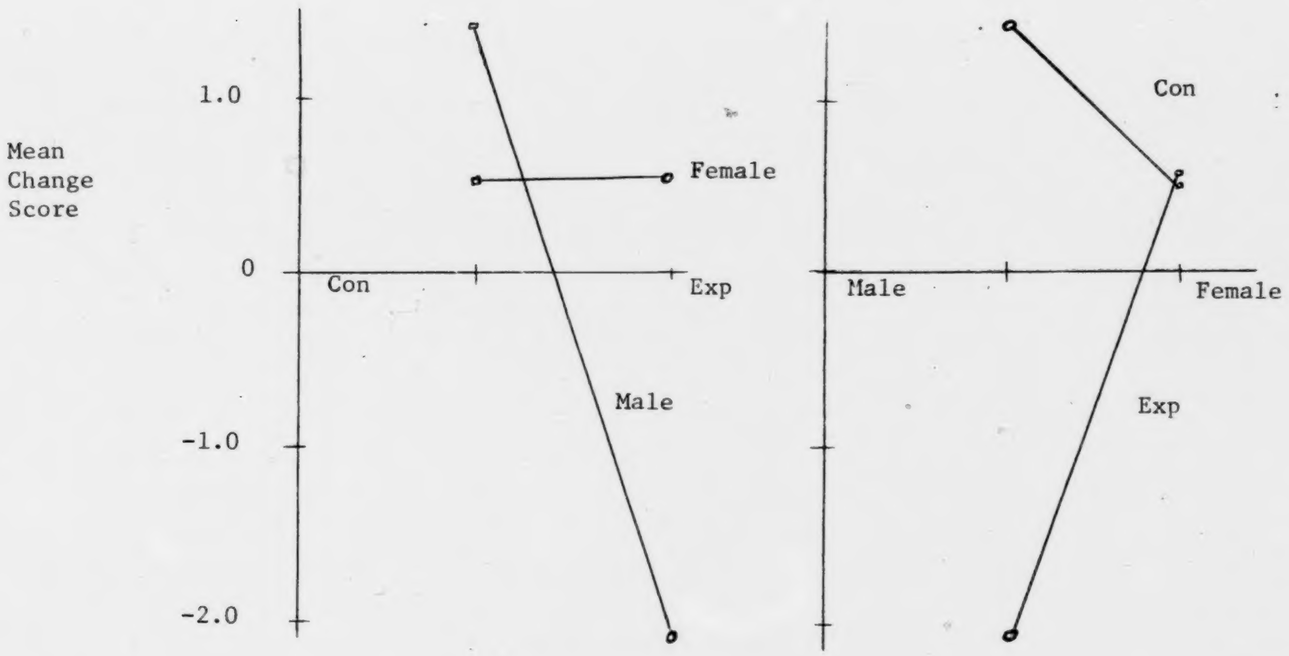
| Main Effect for: Socio-Economic Status (SES) | High | Low |
|---|---|---|
| | $\overline{x}$ = 2.46 | $\overline{x}$ = -1.74 |
| | n = 228 | n = 275 |

FIGURE 13

INTERACTION BETWEEN EXP AND SEX
FOR CTP, TOTAL

(1971-72)

| | Male | Female |
|---|---|---|
| Experimental | -2.11<br>(N=122) | 0.59<br>(N=119) |
| Control | 1.49<br>(N=135) | 0.54<br>(N=127) |



## FIGURE 14

## INTERACTION BETWEEN SES AND GRADE FOR CTP, TOTAL

(1971-72)

| | High | Low |
|---|---|---|
| K | 3.45<br>(N=40) | 0.40<br>(N=36) |
| 1 | 2.05<br>(N=61) | -4.60<br>(N=65) |
| 2 | 0.45<br>(N=64) | 2.28<br>(N=83) |
| 3 | 4.08<br>(N=66) | -4.22<br>(N=91) |

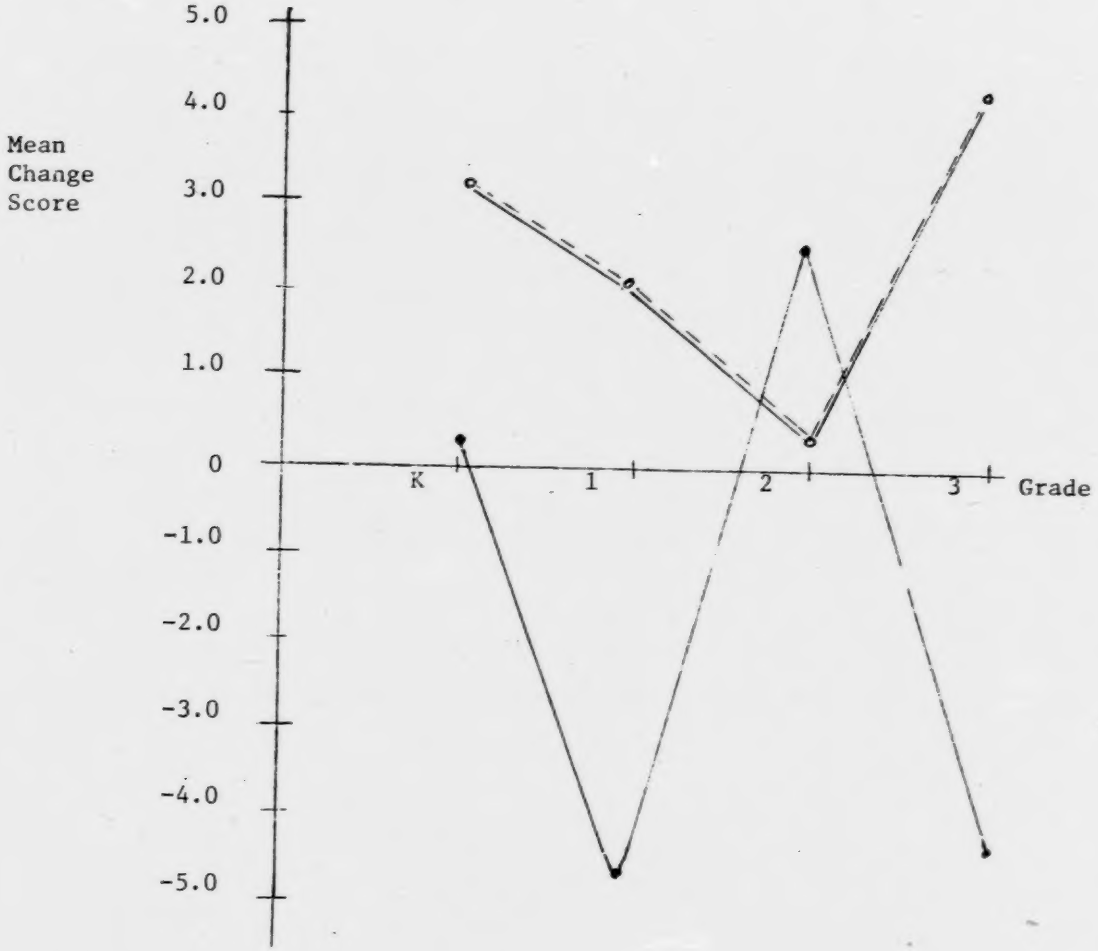


TABLE 31

## ANALYSIS OF VARIANCE TABLE
## SAI, TOTAL
## (1971-72)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 0.07488 | 1 | 0.07488 | 0.02057 |
| EXP(A) | 1.30545 | 1 | 1.30545 | 0.35856 |
| SES(B) | 73.52644 | 1 | 73.52643 | 20.19514** |
| SEX(C) | 96.46882 | 1 | 96.46881 | 26.49661** |
| GRD(D) | 33.35947 | 3 | 11.11982 | 3.05423** |
| AXB | 1.98589 | 1 | 1.98589 | 0.54545 |
| AXC | 11.27976 | 1 | 11.27976 | 3.09816* |
| AXD | 31.83655 | 3 | 10.61218 | 2.91480** |
| BXC | 0.64204 | 1 | 0.64204 | 0.17635 |
| BXD | 35.83290 | 3 | 11.94429 | 3.28068** |
| CXD | 3.32388 | 3 | 1.10796 | 0.30432 |
| ERROR | 171.11748 | 47 | 3.64080 | |

** $p < 0.05$

* $p < 0.1$

## TABLE 32

### MEAN CHANGE SCORE
### SAI, TOTAL
### (1971-72)

| Main Effect for: Socio-Economic Status (SES) | High | Low |
|---|---|---|
| | $\bar{x}$ = 1.09 | $\bar{x}$ = -0.98 |
| | n = 252 | n = 280 |

## TABLE 33

### MEAN CHANGE SCORE
### SAI, TOTAL
### (1971-72)

| Main Effect for: Sex (SEX) | Male | Female |
|---|---|---|
| | $\bar{x}$ = -1.74 | $\bar{x}$ = 1.04 |
| | n = 274 | n = 258 |

## TABLE 34

### MEAN CHANGE SCORE
### SAI, TOTAL
### (1971-72)

Main Effect for: Grade (GRD)

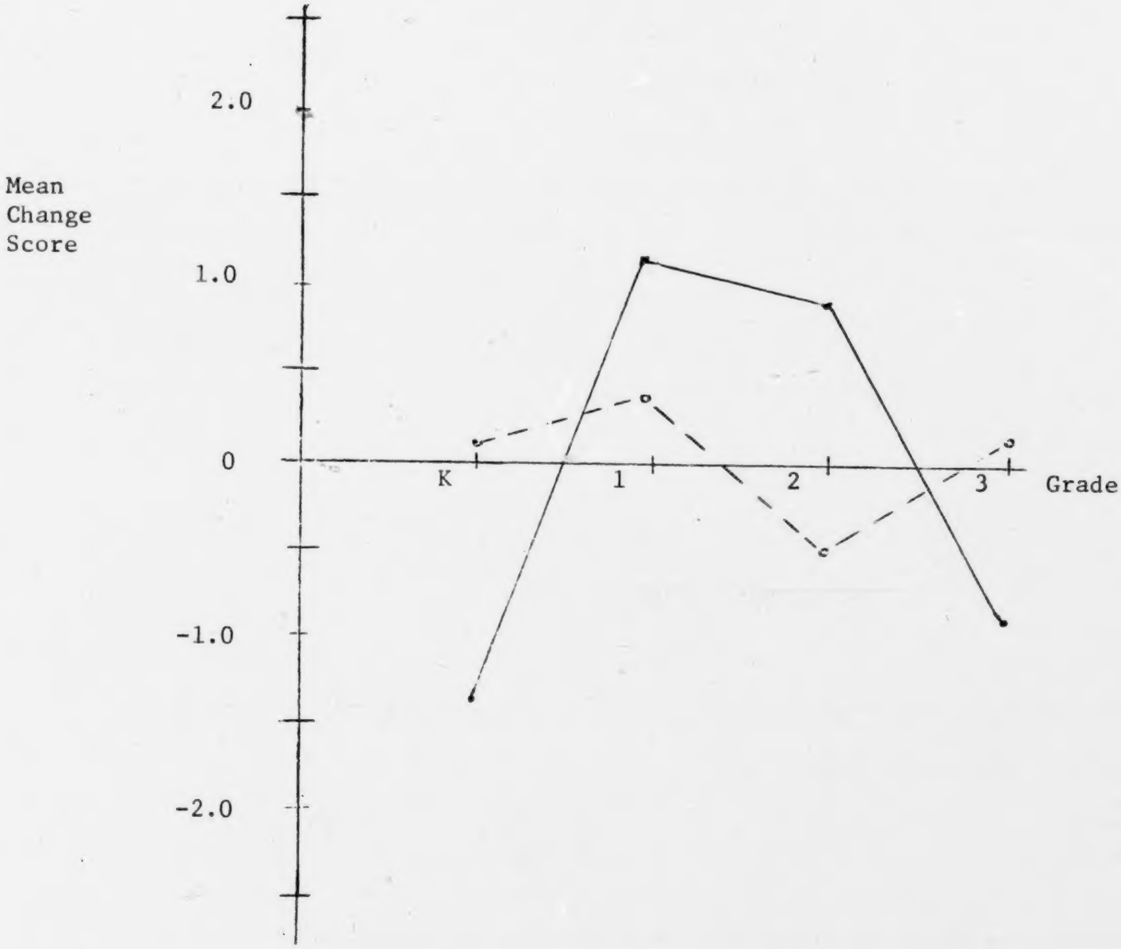
| K | 1 | 2 | 3 |
|---|---|---|---|
| $\bar{x}$ = -0.68 | $\bar{x}$ = 0.76 | $\bar{x}$ = 0.63 | $\bar{x}$ = -0.42 |
| n = 87 | n = 132 | n = 151 | n = 162 |

## FIGURE 15

### INTERACTION BETWEEN EXP AND GRADE FOR SAI

### (1971-72)

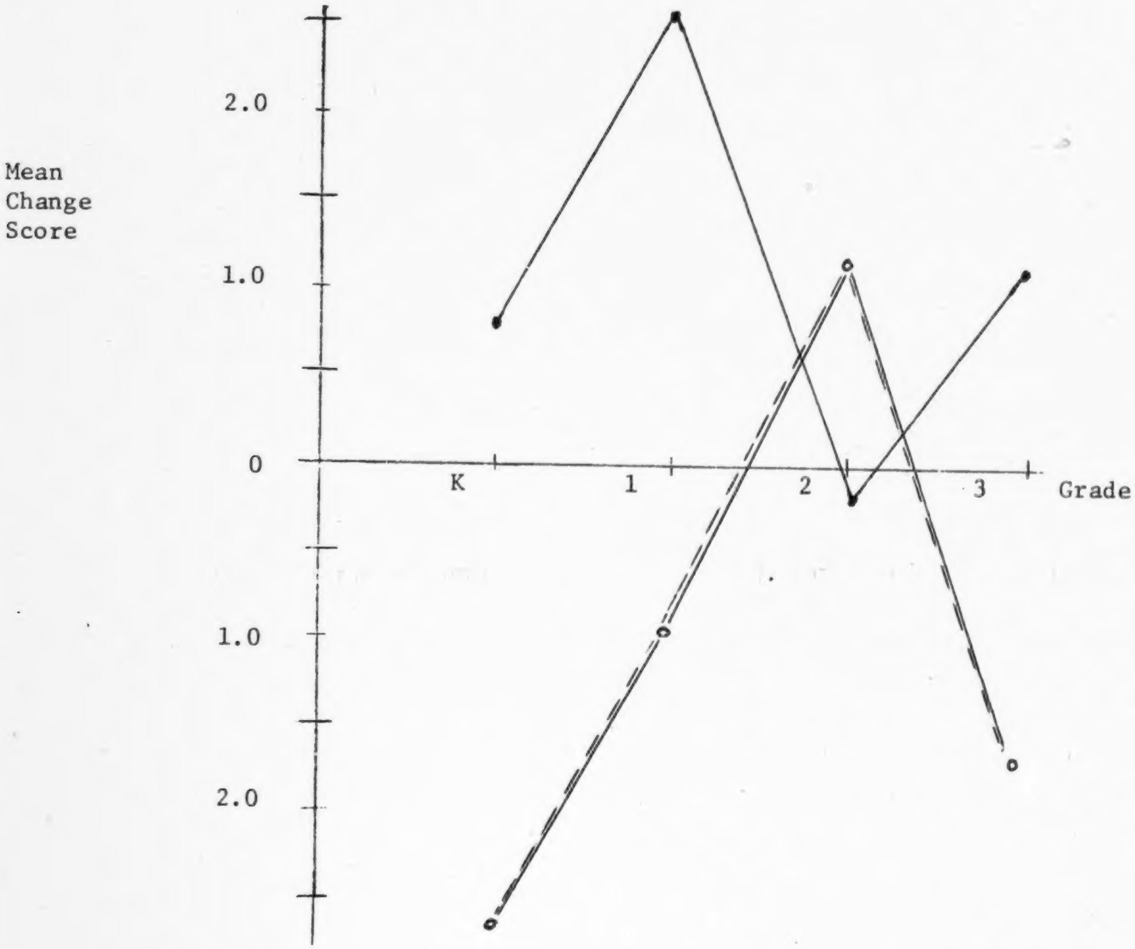
| | Experimental | Control |
|---|---|---|
| K | -1.39<br>(N=44) | 0.05<br>(N=43) |
| 1 | 1.17<br>(N=64) | 0.38<br>(N=68) |
| 2 | 1.04<br>(N=69) | -0.52<br>(N=82) |
| 3 | -0.95<br>(N=82) | 0.12<br>(N=80) |



# FIGURE 16

## INTERACTION BETWEEN SES AND GRADE FOR SAI (1971-72)

| | High | Low |
|---|---|---|
| K | 0.84<br>(N=49) | -2.63<br>(N=38) |
| 1 | 2.52<br>(N=65) | -0.95<br>(N=67) |
| 2 | -0.15<br>(N=67) | 1.26<br>(N=84) |
| 3 | 1.14<br>(N=71) | -1.64<br>(N=91) |



## TABLE 35

## ANALYSIS OF VARIANCE TABLE
## BMS, FACTOR I, BY TEACHERS
## (1972-73)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 0.88394 | 1 | 0.88394 | 0.22013 |
| EXP(A) | 9.97364 | 1 | 9.97364 | 2.48379 |
| SES(B) | 4.89372 | 1 | 4.89372 | 1.21871 |
| SEX(C) | 22.80573 | 1 | 22.80573 | 5.67943* |
| GRD(D) | 44.15735 | 3 | 14.71912 | 3.66558* |
| AXB | 7.20410 | 1 | 7.20410 | 1.79407 |
| AXC | 1.01708 | 1 | 1.01708 | 0.25329 |
| BXC | 16.62812 | 1 | 16.62811 | 4.14099* |
| AXD | 25.77247 | 3 | 8.59082 | 2.13942 |
| BXD | 3.18620 | 3 | 1.06207 | 0.26449 |
| CXD | 13.79987 | 3 | 4.59996 | 1.14555 |
| ERROR | 192.74380 | 48 | 4.01550 | |

* $p > 0.1$

## TABLE 36

### MEAN CHANGE SCORE
### BMS, FACTOR I, BY TEACHERS
### (1972-73)

| Main Effect for: Sex (SEX) | Male | Female |
|---|---|---|
| | $\overline{x}$ = -0.357 | $\overline{x}$ = 0.420 |
| | n = 307 | n = 266 |

## TABLE 37

### MEAN CHANGE SCORE
### BMS, FACTOR I, BY TEACHER
### (1972-73)

Main Effect for: Grade (GRD)

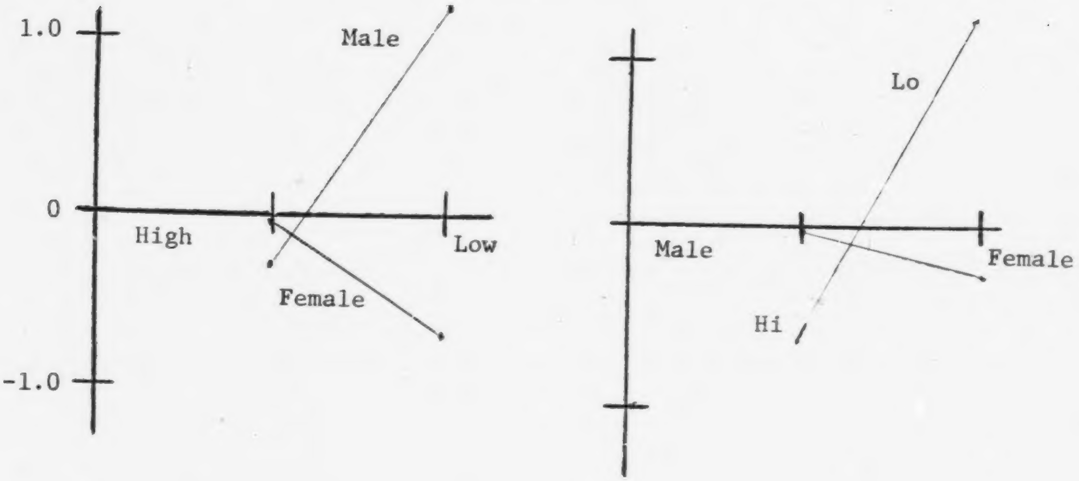
| 1 | 2 | 3 | 4 |
|---|---|---|---|
| $\overline{x}$ = -0.425 | $\overline{x}$ = 0.161 | $\overline{x}$ = 1.295 | $\overline{x}$ = -1.148 |
| n = 128 | n = 146 | n = 154 | n = 145 |

FIGURE 17

INTERACTION BETWEEN SES AND SEX
FOR BMS, FACTOR I, BY TEACHERS

(1972-73)

| | Female | Male |
|---|---|---|
| High | -0.330<br>(N=138) | -0.014<br>(N=168) |
| Low | 1.229<br>(N=128) | -0.772<br>(N=139) |



## TABLE 38

## ANALYSIS OF VARIANCE TABLE
## BMS, FACTOR II, BY TEACHERS
## (1972-73)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 7.11888 | 1 | 7.11888 | 1.26982 |
| EXP(A) | 0.32186 | 1 | 0.32186 | 0.05741 |
| SES(B) | 10.45110 | 1 | 10.45110 | 1.86420 |
| SEX(C) | 2.95953 | 1 | 2.95953 | 0.52790 |
| GRD(D) | 13.00261 | 3 | 4.63420 | 0.82662 |
| AXB | 56.43124 | 1 | 56.43123 | 10.06585** |
| AXC | 0.14111 | 1 | 0.14111 | 0.02517 |
| BXC | 3.22534 | 1 | 3.22534 | 0.57532 |
| AXD | 60.59767 | 3 | 20.19922 | 3.60301** |
| BXD | 27.65325 | 3 | 9.21775 | 1.64420 |
| CXD | 17.51275 | 3 | 5.83758 | 1.04127 |
| ERROR | 269.09799 | 48 | 5.60621 | |

** $p < 0.05$

FIGURE 18

INTERACTION BETWEEN EXP AND SES
FOR BMS, FACTOR II, BY TEACHERS

(1972-73

| | High | Low |
|---|---|---|
| Experimental | -1.205 (N=149) | 0.542 (N=109) |
| Control | 1.109 (N=157) | -0.339 (N=158) |

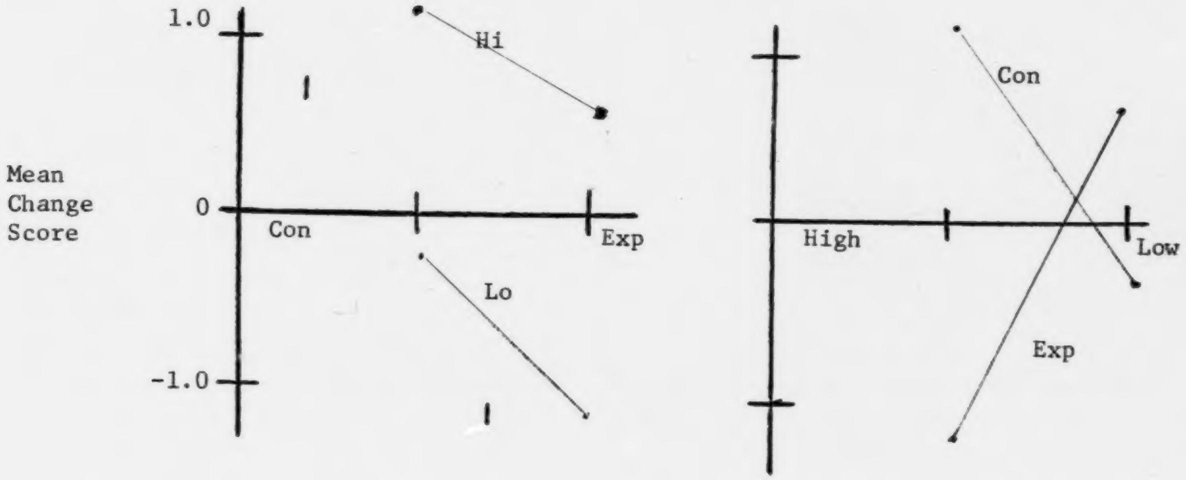
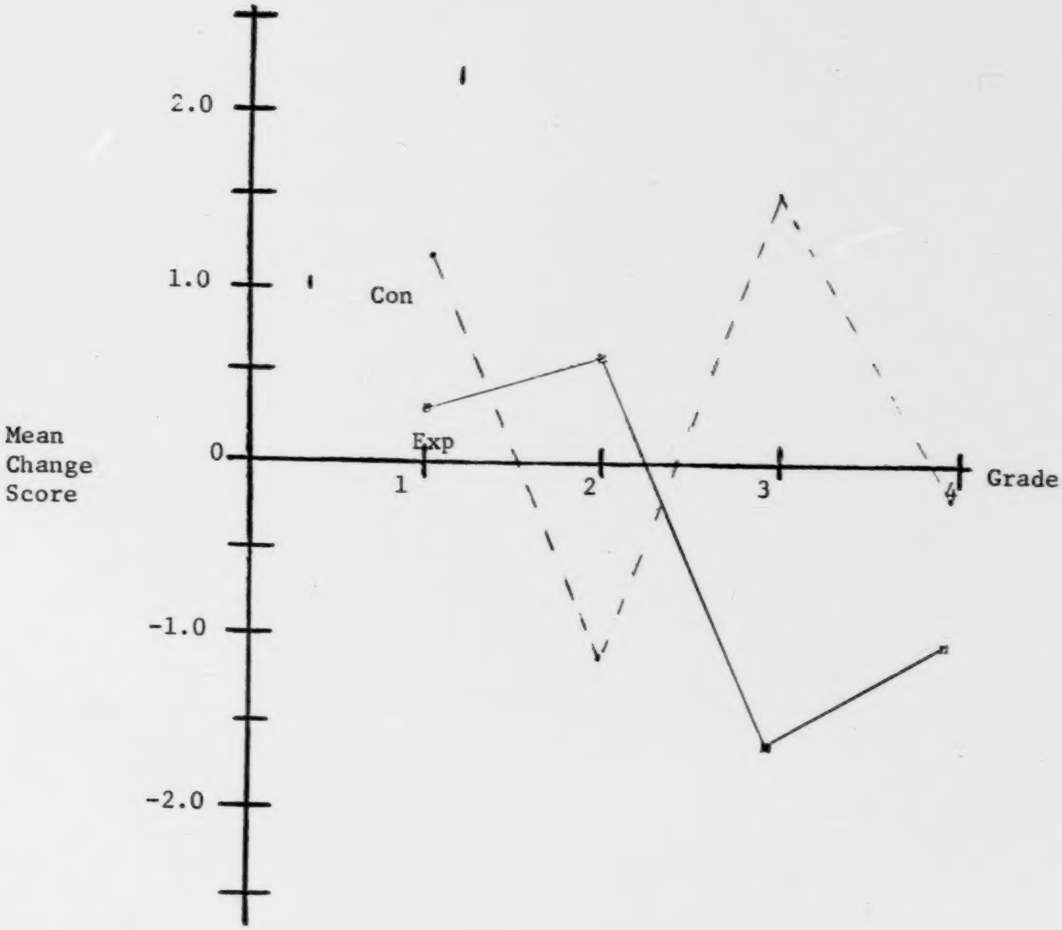


FIGURE 19

INTERACTION BETWEEN EXP AND GRD
FOR BMS, FACTOR II, BY TEACHERS
(1972-73)

| | Experimental | Control |
|---|---|---|
| 1 | 0.369 (N=54) | 1.284 (N=74) |
| 2 | 0.677 (N=68) | -1.136 (N=78) |
| 3 | -1.631 (N=73) | 1.647 (N=81) |
| 4 | -1.071 (N=63) | -0.236 (N=82) |



## TABLE 39

## ANALYSIS OF VARIANCE TABLE
## BMS, FACTOR III, BY TEACHERS
## (1972-73)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 0.69156 | 1 | 0.69156 | 0.18377 |
| EXP(A) | 4.52049 | 1 | 4.52048 | 1.20125 |
| SES(B) | 0.30821 | 1 | 0.30821 | 0.08190 |
| SEX(C) | 6.07892 | 1 | 6.07892 | 1.61538 |
| GRD(D) | 22.97135 | 3 | 7.65711 | 2.03476 |
| AXB | 21.84796 | 1 | 21.84795 | 5.80575** |
| AXC | 0.19138 | 1 | 0.19138 | 0.05086 |
| BXC | 0.43689 | 1 | 0.43689 | 0.11610 |
| AXD | 25.08104 | 3 | 8.36034 | 2.22163* |
| BXD | 24.82862 | 3 | 8.27620 | 2.19927 |
| CXD | 5.56955 | 3 | 1.85652 | 0.49334 |
| ERROR | 180.63154 | 48 | 3.76316 | |

** $p < 0.05$

* $p < 0.1$

## FIGURE 20

## INTERACTION BETWEEN EXP AND SES FOR BMS, FACTOR III, BY TEACHERS

(1972-73)

| | High | Low |
|---|---|---|
| Experimental | -0.730 (N=149) | 0.200 (N=109) |
| Control | 1.014 (N=157) | -0.464 (N=158) |

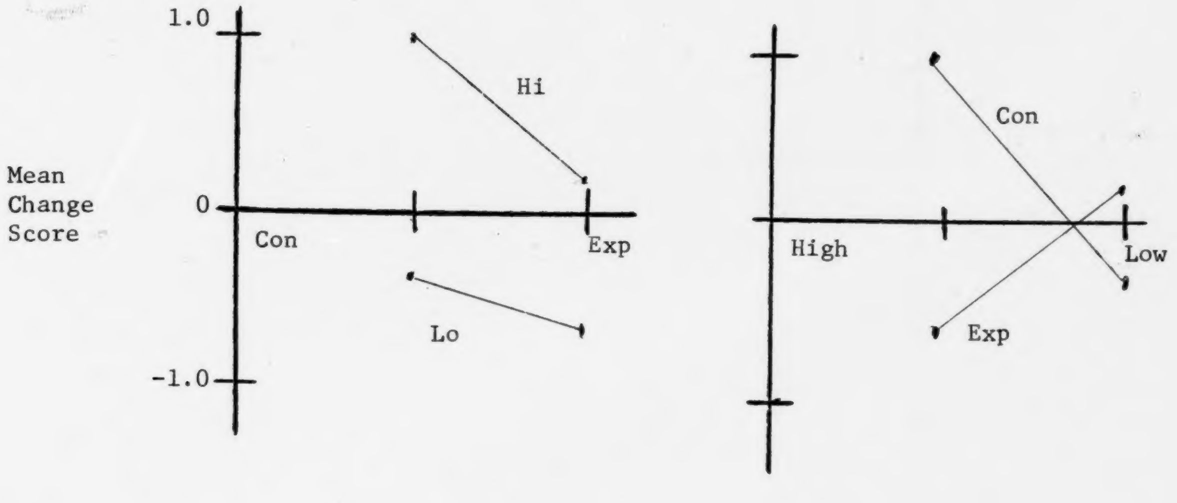
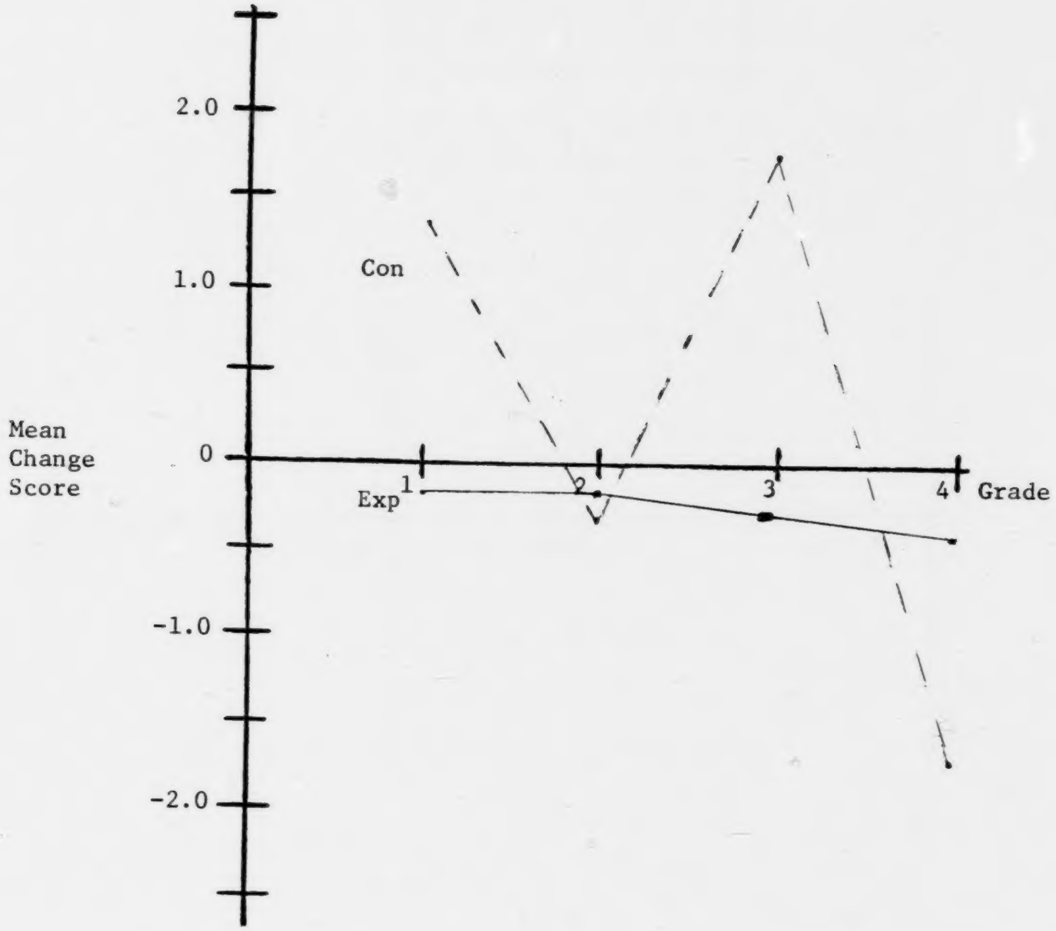


FIGURE 21

INTERACTION BETWEEN EXP AND GRD
FOR BMS, FACTOR III, BY TEACHERS

(1972-73)

| | Experimental | Control |
|---|---|---|
| 1 | -0.281 (N=54) | 1.435 (N=74) |
| 2 | -0.259 (N=68) | -0.337 (N=78) |
| 3 | -0.315 (N=73) | 1.829 (N=81) |
| 4 | -0.496 (N=63) | -1.732 (N=82) |



## TABLE 40

## ANALYSIS OF VARIANCE TABLE
## BMS, FACTOR I, BY PARENTS
## (1972-73)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 91.84699 | 1 | 91.84698 | 17.60178 |
| EXP(A) | 5.54004 | 1 | 5.54004 | 1.06171 |
| SES(B) | 26.89516 | 1 | 26.89516 | 5.15425** |
| SEX(C) | 39.85176 | 1 | 39.85175 | 7.63729** |
| GRD(D) | 34.26228 | 3 | 11.42076 | 2.18870 |
| AXB | 3.49350 | 1 | 3.49350 | 0.66950 |
| AXC | 6.88021 | 1 | 6.88021 | 1.31854 |
| BXC | 7.57070 | 1 | 7.57070 | 1.45087 |
| AXD | 19.72162 | 3 | 6.57387 | 1.25983 |
| BXD | 45.48627 | 3 | 15.16209 | 2.90570** |
| CXD | 9.48041 | 3 | 3.16014 | 0.60562 |
| ERROR | 260.90263 | 50 | 5.21805 | |

** $p < 0.05$

## TABLE 41

## MEAN CHANGE SCORE
## BMS, FACTOR I, BY PARENTS
## (1972-73)

| Main Effect for: | | High | Low |
|---|---|---|---|
| | Socio-Economic Status (SES) | $\bar{x}$ = -0.615 | $\bar{x}$ = -1.484 |
| | | n = 247 | n = 256 |

## TABLE 42

## MEAN CHANGE SCORE
## BMS, FACTOR I, BY PARENTS
## (1972-73)

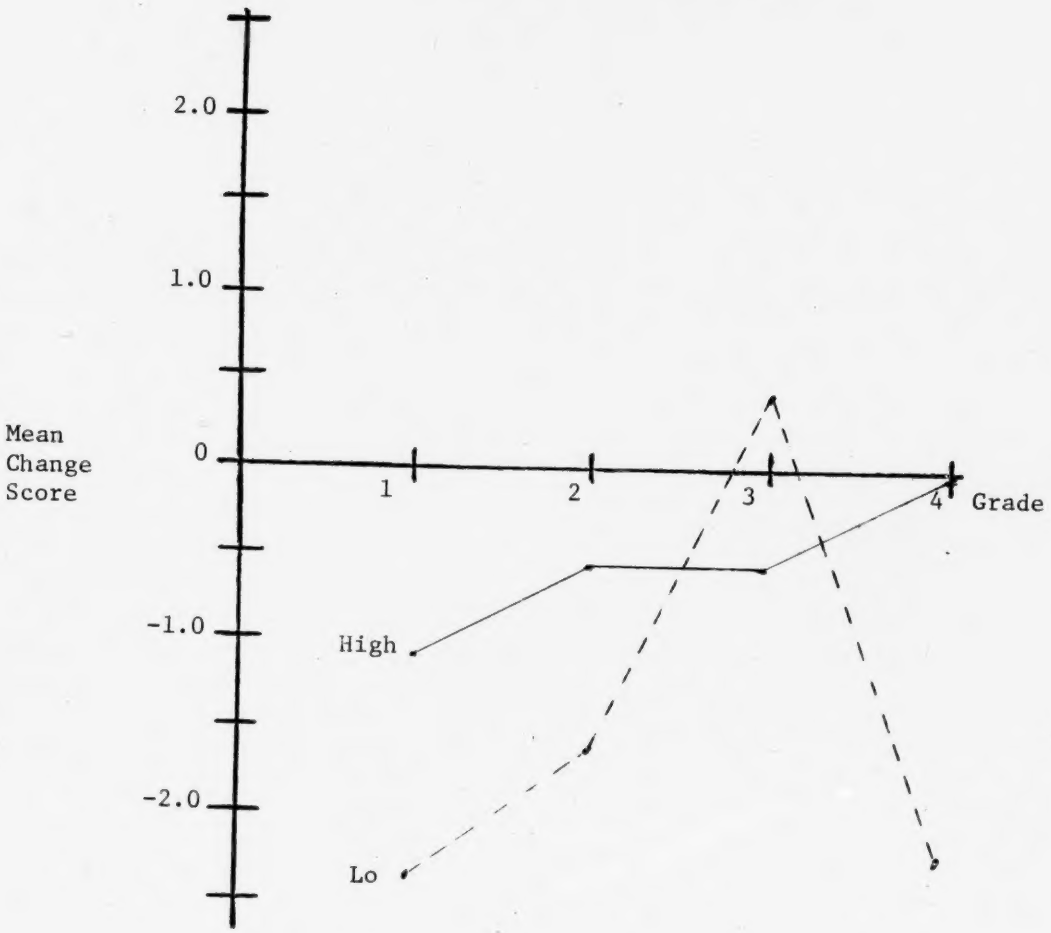
| Main Effect for: | | Male | Female |
|---|---|---|---|
| | (SEX) | $\bar{x}$ = -0.507 | $\bar{x}$ = -1.584 |
| | | n = 247 | n = 257 |

## FIGURE 22

INTERACTION BETWEEN SES AND GRD
FOR BMS, FACTOR I, BY PARENTS

(1972-73)

| | High | Low |
|---|---|---|
| 1 | -1.130 (N=61) | -2.446 (N=57) |
| 2 | -0.608 (N=69) | -1.726 (N=62) |
| 3 | -0.608 (N=63) | 0.443 (N=64) |
| 4 | -0.052 (N=54) | -2.217 (N=73) |



## TABLE 43

## ANALYSIS OF VARIANCE TABLE
## BMS, FACTOR II, BY PARENTS
## (1972-73)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 15,69436 | 1 | 15.69436 | 3.56600 |
| EXP(A) | 4.55974 | 1 | 4.55974 | 1.03604 |
| SES(B) | 1.67126 | 1 | 1.67126 | 0.37974 |
| SEX(C) | 6.20123 | 1 | 6.20123 | 1.40902 |
| GRD(D) | 22.43605 | 3 | 7.47868 | 1.69927 |
| AXB | 10.32856 | 1 | 10.32856 | 2.34681* |
| AXC | 1.55786 | 1 | 1.55786 | 0.35397 |
| BXC | 1.16026 | 1 | 1.16026 | 0.26363 |
| AXD | 11.81490 | 3 | 3.93830 | 0.89484 |
| BXD | 26.02851 | 3 | 3.67617 | 1.97136 |
| CXD | 16.22686 | 3 | 5.40895 | 1.22900 |
| ERROR | 220.05535 | 50 | 4.40111 | |

* $p < 0.1$

## FIGURE 23

## INTERACTION BETWEEN EXP AND SES FOR BMS, FACTOR II, BY PARENTS

(1972-73)

| | High | Low |
|---|---|---|
| Experimental | -0.314<br>(N-120) | -0.220<br>(N=110) |
| Control | -0.066<br>(N=127) | -0.912<br>(N=146) |

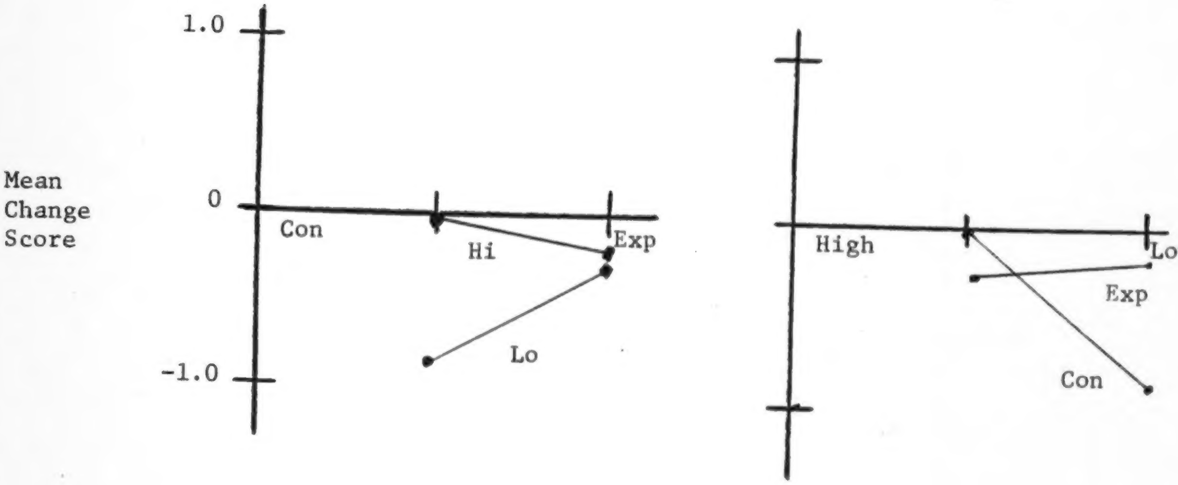
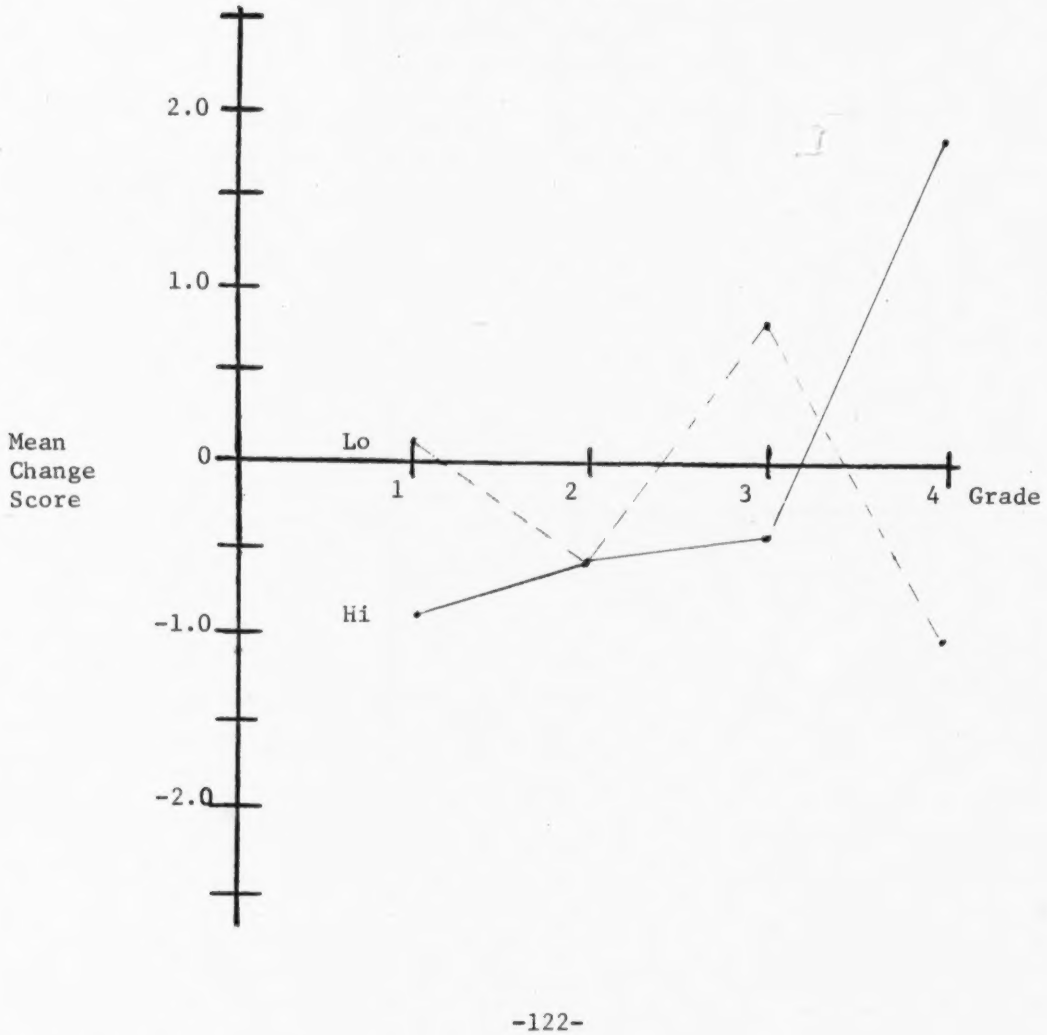


FIGURE 24

INTERACTION BETWEEN SES AND GRD
FOR BMS, FACTOR III, BY PARENTS

(1972-73)

| | High | Low |
|---|---|---|
| 1 | -0.905<br>(N=61) | 0.149<br>(N=57) |
| 2 | -0.665<br>(N=69) | -0.636<br>(N=62) |
| 3 | -0.440<br>(N=63) | 0.881<br>(N=64) |
| 4 | 1.498<br>(N=54) | -1.047<br>(N=73) |



## TABLE 44

## ANALYSIS OF VARIANCE TABLE
## BMS, FACTOR III, BY PARENTS
## (1972-73)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 9.84469 | 1 | 9.84469 | 3.20750 |
| EXP(A) | 0.53179 | 1 | 0.53179 | 0.17326 |
| SES(B) | 3.91704 | 1 | 3.91704 | 1.27621 |
| SEX(C) | 1.36595 | 1 | 1.36595 | 0.44504 |
| GRD(D) | 17.00982 | 3 | 5.66994 | 1.84733 |
| AXB | 2.16262 | 1 | 2.16262 | 0.70460 |
| AXC | 0.02764 | 1 | 0.02764 | 0.00900 |
| BXC | 0.09972 | 1 | 0.09972 | 0.03249 |
| AXD | 15.11251 | 3 | 5.03750 | 1.64127 |
| BXD | 53.13346 | 3 | 17.71115 | 5.77048** |
| CXD | 19.23363 | 3 | 6.41121 | 2.08884 |
| ERROR | 153.46346 | 50 | 3.06927 | |

** $p < 0.05$

# TABLE 45

## ANALYSIS OF VARIANCE TABLE
## KSC
## (1972-73)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 0.05901 | 1 | 0.05901 | 0.09239 |
| EXP(A) | 6.06974 | 1 | 6.06974 | 9.50413** |
| SES(B) | 16.43731 | 1 | 16.43730 | 25.73787** |
| SEX(C) | 1.66976 | 1 | 1.66976 | 2.61455 |
| GRD(D) | 2.12455 | 1 | 2.12455 | 3.32666* |
| AXB | 2.19456 | 1 | 2.19456 | 3.43629* |
| AXC | 0.26700 | 1 | 0.26700 | 0.41808 |
| AXD | 0.28878 | 1 | 0.28873 | 0.45210 |
| BXC | 0.00853 | 1 | 0.00853 | 0.01335 |
| BXD | 0.04933 | 1 | 0.04933 | 0.07725 |
| CXD | 0.15506 | 1 | 0.15506 | 0.24280 |
| ERROR | 15.96606 | 25 | 0.63864 | |

** $p < 0.05$

* $p < 0.1$

## TABLE 46

## MEAN CHANGE SCORE
KSC
(1972-73)

| Main Effect for: Treatment (EXP) | Experimental | Control |
|---|---|---|
| | $\bar{x}$ = 0.335 | $\bar{x}$ = -0.330 |
| | n = 151 | n = 167 |

## TABLE 47

## MEAN CHANGE SCORE
KSC
(1972-73)

| Main Effect for: Socio-Economic Status (SES) | High | Low |
|---|---|---|
| | $\bar{x}$ = 0.590 | $\bar{x}$ = -0.619 |
| | n - 159 | n = 159 |

## TABLE 48

## MEAN CHANGE SCORE
KSC
(1972-73)

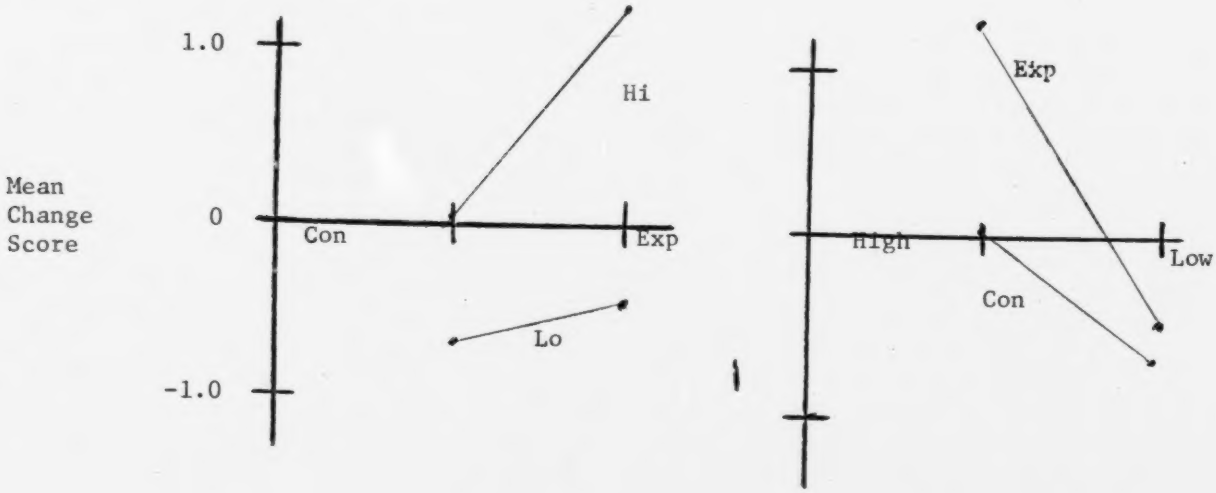
| Main Effect for: Grade (GRD) | 3 | 4 |
|---|---|---|
| | $\bar{x}$ = -0.225 | x = 0.124 |
| | n = 126 | n = 192 |

FIGURE 25

INTERACTION BETWEEN EXP AND SES
FOR KSC

(1972-73)

| | High | Low |
|---|---|---|
| Experimental | 1.265<br>(N=72) | -0.512<br>(N=79) |
| Control | 0.032<br>(N=87) | -0.724<br>(N=80) |



## TABLE 49

## ANALYSIS OF VARIANCE TABLE
## CTP, PERSONAL ADJUSTMENT
## (1972-73)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 8.29484 | 1 | 8.29484 | 0.58104 |
| EXP(A) | 2.96203 | 1 | 2.96203 | 0.20392 |
| SES(B) | 14.61271 | 1 | 14.61271 | 1.00599 |
| SEX(C) | 25.99184 | 1 | 25.99184 | 1.78936 |
| GRD(D) | 17.53961 | 3 | 5.84653 | 0.40249 |
| AXB | 45.80723 | 1 | 45.80722 | 3.15352** |
| AXC | 12.38330 | 1 | 12.38330 | 0.85251 |
| AXD | 10.66676 | 3 | 3.55558 | 0.24478 |
| BXC | 1.28226 | 1 | 1.28226 | 0.08827 |
| BXD | 71.44016 | 3 | 23.81339 | 1.63939 |
| CXD | 18.36234 | 3 | 6.12078 | 0.42137 |
| ERROR | 653.65880 | 45 | 14.52575 | |

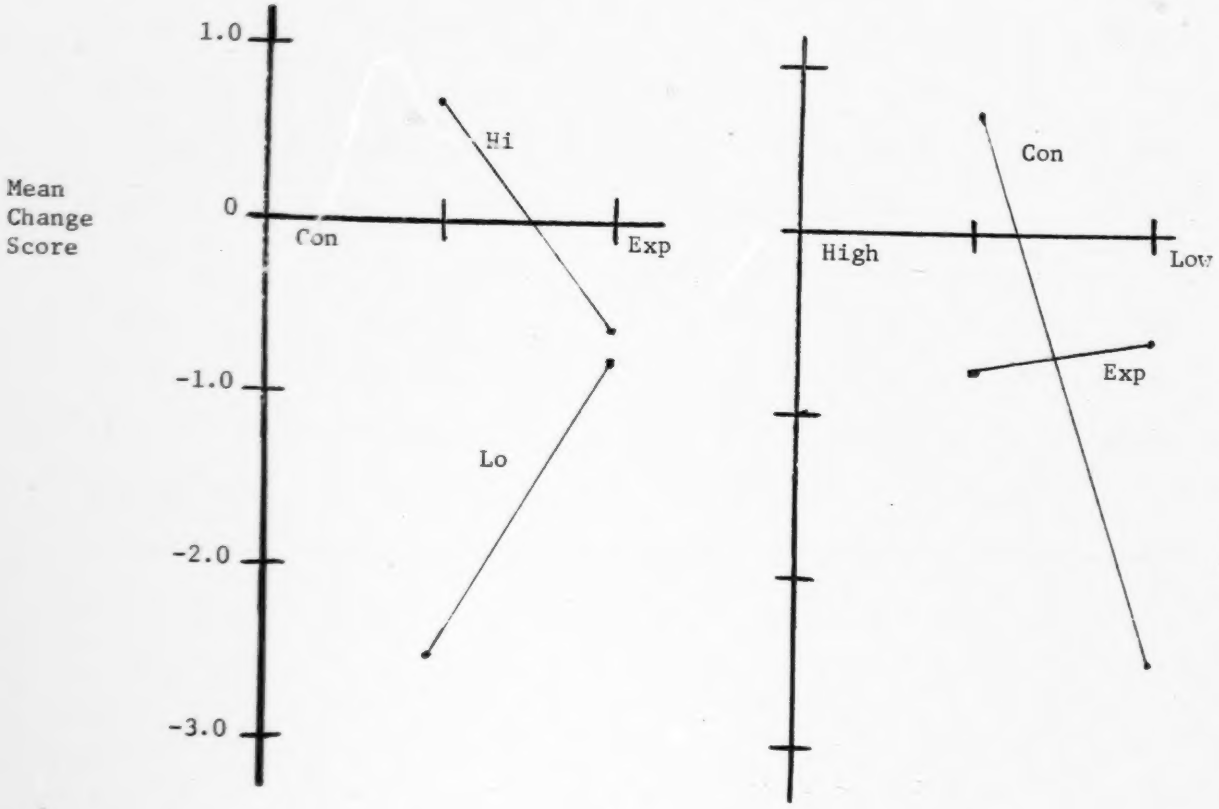
** $p < 0.05$

## FIGURE 26

## INTERACTION BETWEEN EXP AND SES FOR CTP, PERSONAL ADJUSTMENT

(1972-73)

| | High | Low |
|---|---|---|
| Experimental | -0.848<br>(N=156) | -0.687<br>(N=139) |
| Control | 0.778<br>(N=155) | -2.558<br>(N=162) |



# TABLE 50

## ANALYSIS OF VARIANCE TABLE
## CTP, SOCIAL ADJUSTMENT
## (1972-73)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 14.83128 | 1 | 14.83127 | 1.44232 |
| EXP(A) | 0.00316 | 1 | 0.00316 | 0.00031 |
| SES(B) | 189.41835 | 1 | 189.41835 | 18.42072** |
| SEX(C) | 59.84274 | 1 | 59.84273 | 5.81964** |
| GRD(D) | 60.03045 | 3 | 20.01015 | 1.94596 |
| AXB | 6.92915 | 1 | 6.92915 | 0.67385 |
| AXC | 2.68115 | 1 | 2.68115 | 0.26074 |
| AXD | 20.27972 | 3 | 6.75990 | 0.65739 |
| BXC | 0.00206 | 1 | 0.00206 | 0.00020 |
| BXD | 83.22448 | 3 | 27.74149 | 2.69783** |
| CXD | 6.17635 | 3 | 2.05878 | 0.20021 |
| ERROR | 452.44742 | 44 | 10.28289 | |

** $p < 0.05$

## TABLE 51

## MEAN CHANGE SCORE
## CTP, SOCIAL ADJUSTMENT
## (1972-73)

| Main Effect for: | | High | Low |
|---|---|---|---|
| | Socio-Economic Status (SES) | $\overline{x} = 0.998$ | $\overline{x} = -2.839$ |
| | | n = 311 | n = 301 |

## TABLE 52

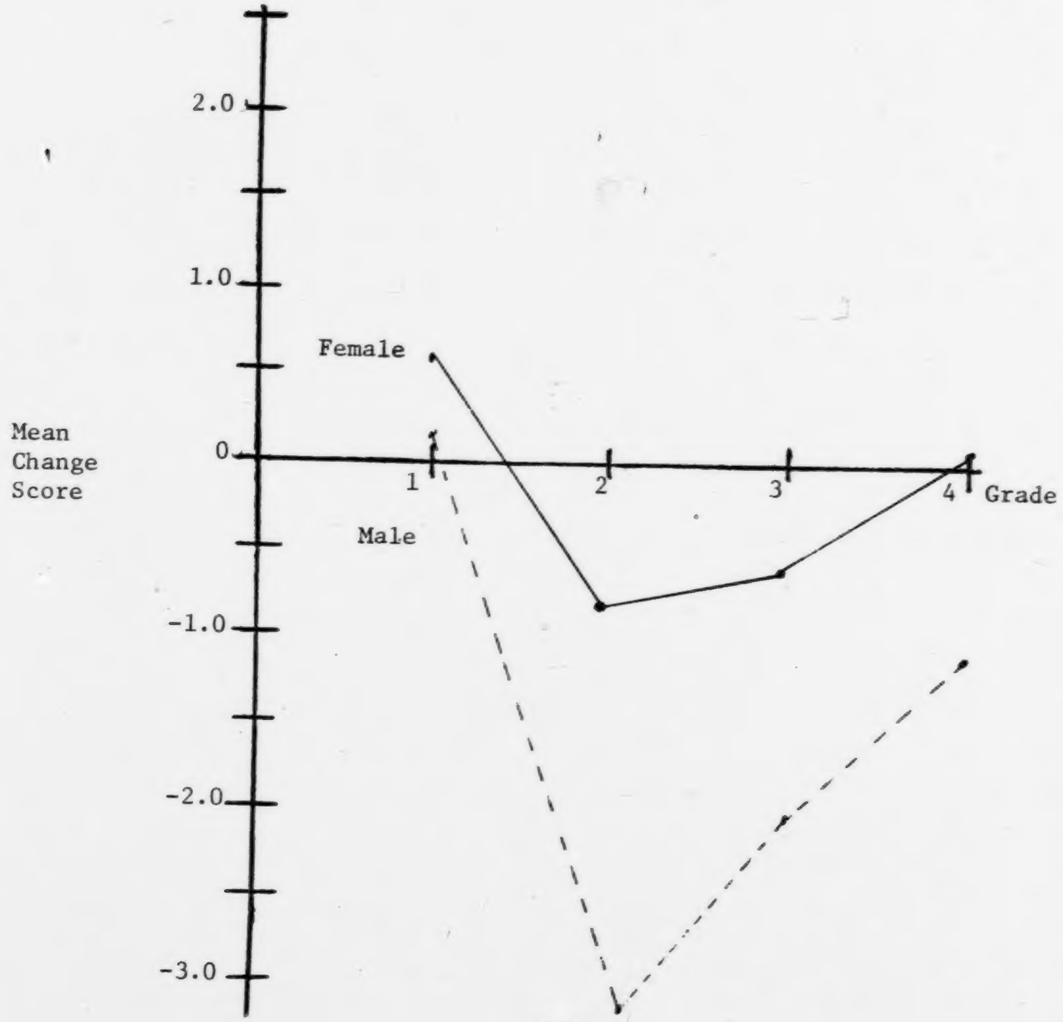
## MEAN CHANGE SCORE
## CTP, SOCIAL ADJUSTMENT
## (1972-73)

| Main Effect for: | | Male | Female |
|---|---|---|---|
| | Sex (SEX) | $\overline{x} = -1.521$ | $\overline{x} = -0.164$ |
| | | n = 327 | n = 285 |

FIGURE 27

INTERACTION BETWEEN SEX AND GRD
FOR CTP, SOCIAL ADJUSTMENT
(1972-73)

| | Female | Male |
|---|---|---|
| 1 | 0.694<br>(N=63) | 0.216<br>(N=73) |
| 2 | -0.806<br>(N=74) | -3.233<br>(N=68) |
| 3 | -0.683<br>(N=60) | -2.204<br>(N=76) |
| 4 | 0.116<br>(N=88) | -1.139<br>(N=110) |



## TABLE 53

### ANALYSIS OF VARIANCE TABLE
### CTP, TOTAL ADJUSTMENT
### (1972-73)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 19.80220 | 1 | 19.80219 | 0.55391 |
| EXP(A) | 0.06787 | 1 | 0.06787 | 0.00190 |
| SES(B) | 195.52107 | 1 | 195.52106 | 5.46918** |
| SEX(C) | 64.10175 | 1 | 64.10175 | 1.79308 |
| GRD(D) | 28.52583 | 3 | 9.50861 | 0.26598 |
| AXB | 36.12046 | 1 | 36.12045 | 1.01037 |
| AXC | 50.19984 | 1 | 50.19983 | 1.40421 |
| AXD | 23.96153 | 3 | 7.98717 | 0.22342 |
| BXC | 1.23574 | 1 | 1.23574 | 0.03457 |
| BXD | 363.37404 | 3 | 121.12466 | 3.38814** |
| CXD | 34.04254 | 3 | 11.34751 | 0.31742 |
| ERROR | 1608.73275 | 45 | 35.74960 | |

** $p < 0.05$

## TABLE 54

### MEAN CHANGE SCORE
### CTP, TOTAL ADJUSTMENT
### (1972-73)

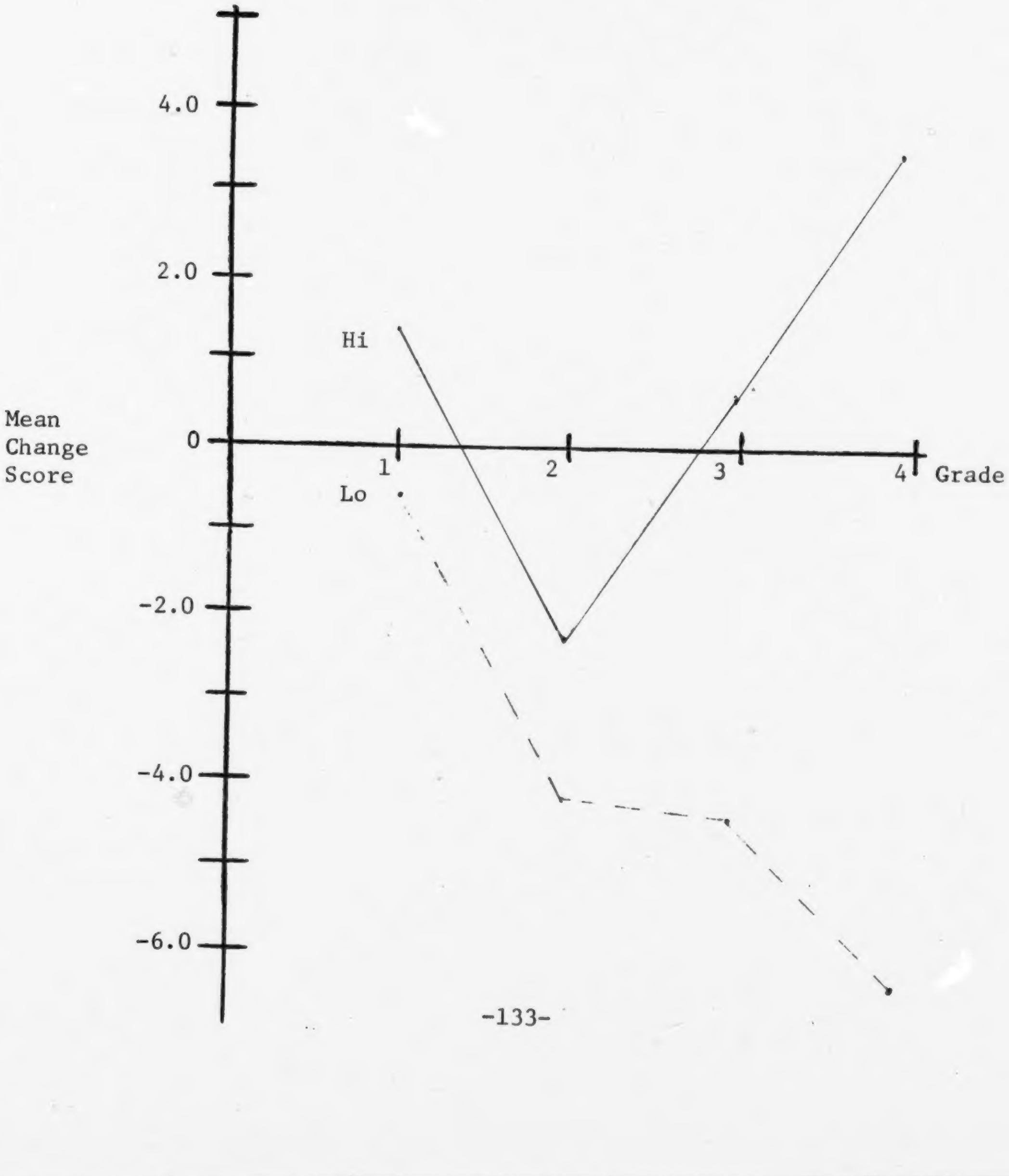
| Main Effect for: Socio-Economic Status (SES) | High | Low |
|---|---|---|
| | $\bar{x} = 0.849$ | $\bar{x} = -3.855$ |
| | n = 311 | n = 301 |

## FIGURE 28

## INTERACTION BETWEEN SES AND GRD FOR CTP, TOTAL ADJUSTMENT

(1972-73)

| | High | Low |
|---|---|---|
| 1 | 1.424<br>(N=69) | -0.691<br>(N=67) |
| 2 | -2.368<br>(N=77) | -4.204<br>(N=65) |
| 3 | 0.627<br>(N=80) | -4.843<br>(N=56) |
| 4 | 3.506<br>(N=85) | -6.434<br>(N=113) |



## TABLE 55

## ANALYSIS OF VARIANCE TABLE
SSI
(1972-73)

| Source | Sum of Squares | D. F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 1.06311 | 1 | 1.06311 | 0.27192 |
| EXP(A) | 1.94431 | 1 | 1.94431 | 0.49732 |
| SES(B) | 0.52145 | 1 | 0.52145 | 0.13338 |
| SEX(C) | 15.96972 | 1 | 15.96972 | 4.08478** |
| GRD(D) | 25.91005 | 3 | 8.63668 | 2.20911* |
| AXB | 0.60208 | 1 | 0.60208 | 0.15400 |
| AXC | 8.41123 | 1 | 8.41123 | 2.15145 |
| AXD | 9.76767 | 3 | 3.25589 | 0.83280 |
| BXC | 0.90506 | 1 | 0.90506 | 0.23150 |
| BXD | 17.83741 | 3 | 5.94580 | 1.52083 |
| CXD | 2.48277 | 3 | 0.82759 | 0.21168 |
| ERROR | 183.74968 | 47 | 3.90957 | |

** $p < 0.05$

* $p < 0.1$

## TABLE 56

## MEAN CHANGE SCORE
## SSI
## (1972-73)

| Main Effect for: Sex (SEX) | Male | Female |
|---|---|---|
| | $\bar{x}$ = -0.798 | $\bar{x}$ = -0.032 |
| | n = 327 | n = 285 |

## TABLE 57

## MEAN CHANGE SCORE
## SSI
## (1972-73)

Main Effect for: Grade (GRD)

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| $\bar{x}$ = 0.699 | $\bar{x}$ = -0.053 | $\bar{x}$ = -1.107 | $\bar{x}$ = -1.029 |
| n = 136 | n = 142 | n = 136 | n = 171 |

## TABLE 58

## ANALYSIS OF VARIANCE TABLE
KSC, TWO YEARS
(1971-73)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 0.89476 | 1 | 0.89476 | 2.50518 |
| EXP(A) | 0.84068 | 1 | 0.84068 | 2.35377 |
| SES(B) | 13.78239 | 1 | 13.78238 | 38.58841** |
| SEX(C) | 0.71518 | 1 | 0.71518 | 2.00238 |
| AXB | 1.13491 | 1 | 1.13491 | 3.17755* |
| AXC | 2.33356 | 1 | 2.33356 | 6.53357** |
| BXC | 0.29225 | 1 | 0.29225 | 0.81825 |
| ERROR | 4.64313 | 13 | 0.35716 | |

** $p < 0.05$

* $p < 0.1$

## TABLE 59

## MEAN CHANGE SCORE
KSC, TWO YEARS
(1971-73)

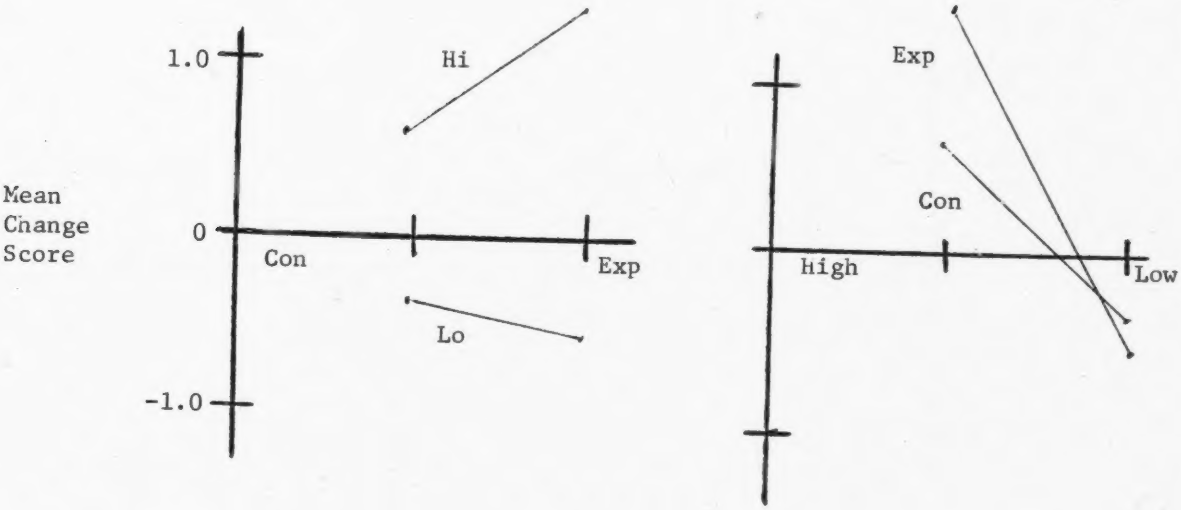
| Main Effect for: Socio-Economic Status (SES) | High | Low |
|---|---|---|
| | $\overline{x}$ = 1.058 | $\overline{x}$ = -0.550 |
| | n = 50 | n = 71 |

# FIGURE 29

## INTERACTION BETWEEN EXP AND SES FOR KSC, TWO YEARS

## (1971-73)

| | High | Low |
|---|---|---|
| Experimental | 1.423 (N=26) | -0.620 (N=35) |
| Control | 0.663 (N=24) | -0.482 (N=36) |

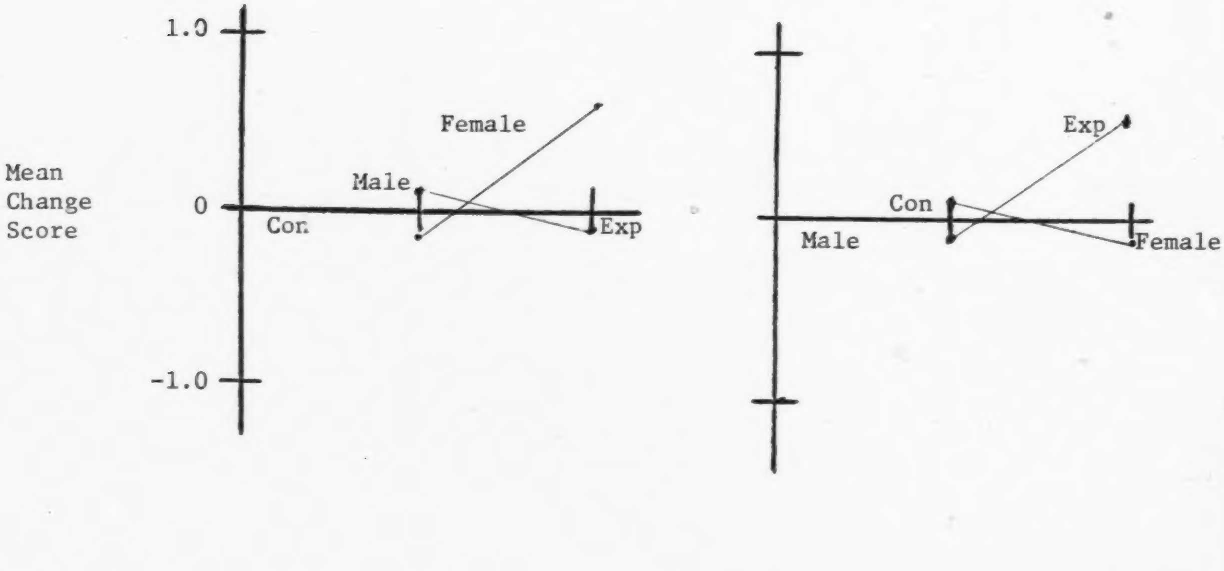


## FIGURE 30

## INTERACTION BETWEEN EXP AND SEX FOR KSC, TWO YEARS

(1971-73)

| | Female | Male |
|---|---|---|
| Experimental | 0.689<br>(N=30) | -0.174<br>(N=32) |
| Control | -0.187<br>(N=28) | 0.118<br>(N=32) |



## TABLE 60

### ANALYSIS OF VARIANCE TABLE
### CTP, PERSONAL ADJUSTMENT, TWO YEARS
### (1971-73)

| Source | Sum of Squares | D.F. | Mean Squares | F |
|---|---|---|---|---|
| CONSTANT | 3.34255 | 1 | 3.34255 | 0.23407 |
| EXP(A) | 41.02251 | 1 | 41.02251 | 2.87264* |
| SES(B) | 31.09339 | 1 | 31.09338 | 2.17735 |
| SEX(C) | 7.13597 | 1 | 7.13597 | 0.49970 |
| GRD(D) | 32.54117 | 3 | 10.84706 | 0.75958 |
| AXB | 101.13203 | 1 | 101.13202 | 7.08188** |
| AXC | 20.84199 | 1 | 20.84198 | 1.45948 |
| AXD | 28.98568 | 3 | 9.66189 | 0.67658 |
| BXC | 0.00043 | 1 | 0.00043 | 0.00003 |
| BXD | 78.63105 | 3 | 24.54369 | 1.71870 |
| CXD | 13.98285 | 3 | 4.66095 | 0.32639 |
| ERROR | 642.61797 | 45 | 14.28040 | |

** $p < 0.05$

* $p < 0.1$

## TABLE 61

### MEAN CHANGE SCORE
### CTP, PERSONAL ADJUSTMENT, TWO YEARS
### (1971-73)

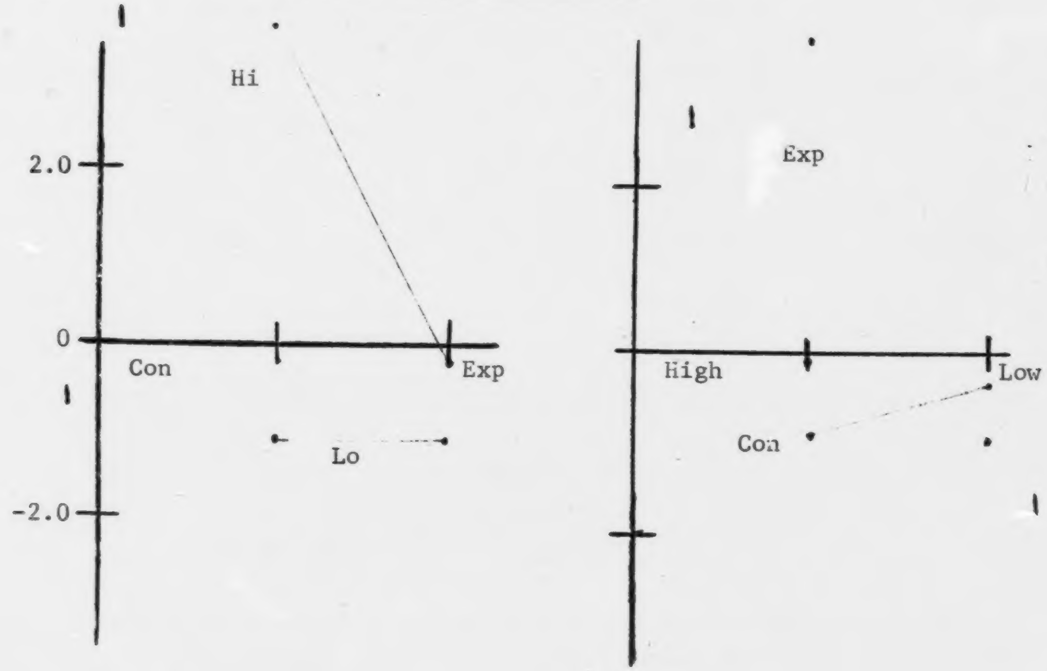
| Main Effect for: Treatment (EXP) | Experimental | Control |
|---|---|---|
| | x = -0.62 | x = 0.85 |
| | n = 178 | n = 189 |

FIGURE 31

INTERACTION BETWEEN EXP AND SES
FOR CTP, PERSONAL ADJUSTMENT, TWO YEARS

(1971-73)

| | High | Low |
|---|---|---|
| Experimental | -1.064<br>(N=79) | -0.271<br>(N=99) |
| Control | 3.378<br>(N=80) | -1.006<br>(N=109 |



## TABLE 62

## ANALYSIS OF VARIANCE TABLE
## CTP, SOCIAL ADJUSTMENT, TWO YEARS
## (1971-73)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 7.75261 | 1 | 7.75261 | 0.77287 |
| EXP(A) | 24.96020 | 1 | 24.96019 | 2.48832 |
| SES(B) | 158.31630 | 1 | 158.31630 | 15.78278** |
| SEX(C) | 42.38294 | 1 | 42.38293 | 4.22521** |
| GRD(D) | 52.31820 | 3 | 17.43939 | 1.73856 |
| AXB | 20.49540 | 1 | 20.49539 | 2.04321 |
| AXC | 11.36904 | 1 | 11.36904 | 1.13340 |
| AXD | 68.60349 | 3 | 22.86783 | 2.27973* |
| BXC | 0.52341 | 1 | 0.52341 | 0.05218 |
| BXD | 76.74509 | 3 | 25.58170 | 2.55028* |
| CXD | 6.59561 | 3 | 2.19854 | 0.21918 |
| ERROR | 451.39296 | 45 | 10.08095 | |

** $p < 0.05$

* $p < 0.1$

## TABLE 63

## MEAN CHANGE SCORE
## CTP, SOCIAL ADJUSTMENT TWO YEARS
## (1971-73)

| Main Effect for: Socio-Economic Status (SES) | High | Low |
|---|---|---|
| | $\bar{x} = 1.94$ | $\bar{x} = -1.36$ |
| | n = 159 | n = 208 |

## TABLE 64

## MEAN CHANGE SCORE
## CTP, SOCIAL ADJUSTMENT,TWO YEARS
## (1971-73)

| Main Effect for: Sex (SEX) | Male | Female |
|---|---|---|
| | $\bar{x} = -0.746$ | $\bar{x} = 0.920$ |
| | n = 187 | n = 180 |

## TABLE 65

## ANALYSIS OF VARIANCE TABLE
## CTP, TOTAL ADJUSTMENT, TWO YEARS
## (1971-73)

| Source | Sum of Squares | D.F. | Mean Square | F |
|---|---|---|---|---|
| CONSTANT | 23.49918 | 1 | 23.49918 | 0.64157 |
| EXP(A) | 112.39957 | 1 | 112.39957 | 3.06873* |
| SES(B) | 334.72544 | 1 | 334.72534 | 9.13867** |
| SEX(C) | 86.35609 | 1 | 86.35608 | 2.35769 |
| GRD(D) | 170.05067 | 3 | 56.68355 | 1.54757 |
| AXB | 199.17436 | 1 | 199.17435 | 5.43786** |
| AXC | 61.33454 | 1 | 61.33453 | 1.67455 |
| AXD | 211.64552 | 3 | 70.54349 | 1.92612 |
| BXC | 0.03548 | 1 | 0.03548 | 0.00097 |
| BXD | 319.21954 | 3 | 106.40649 | 2.90511** |
| CXD | 33.59607 | 3 | 11.19869 | 0.30575 |
| ERROR | 1648.23122 | 45 | 36.62735 | |

** $p < 0.05$

* $p < 0.1$

## TABLE 66

## MEAN CHANGE SCORE
## CTP, TOTAL ADJUSTMENT, TWO YEARS
## (1971-73)

| Main Effect for: Treatment (EXP) | Experimental | Control |
|---|---|---|
| | $\overline{x}$ = -1.27 | $\overline{x}$ = 1.54 |
| | n = 178 | n = 189 |

## TABLE 67

## MEAN CHANGE SCORE
## CTP, TOTAL ADJUSTMENT, TWO YEARS
## (1971-73)

| Main Effect for: Socio-Economic Status (SES) | High | Low |
|---|---|---|
| | $\overline{x}$ = 3.00 | $\overline{x}$ = -1.99 |
| | n = 159 | n = 208 |

FIGURE 32

INTERACTION BETWEEN EXP AND SES
FOR CTP, TOTAL ADJUSTMENT, TWO YEARS

(1971-73)

| | High | Low |
|---|---|---|
| Experimental | -0.746<br>(N=79) | -1.695<br>(N=99) |
| Control | 6.700<br>(N=80) | -2.250<br>(N=109) |

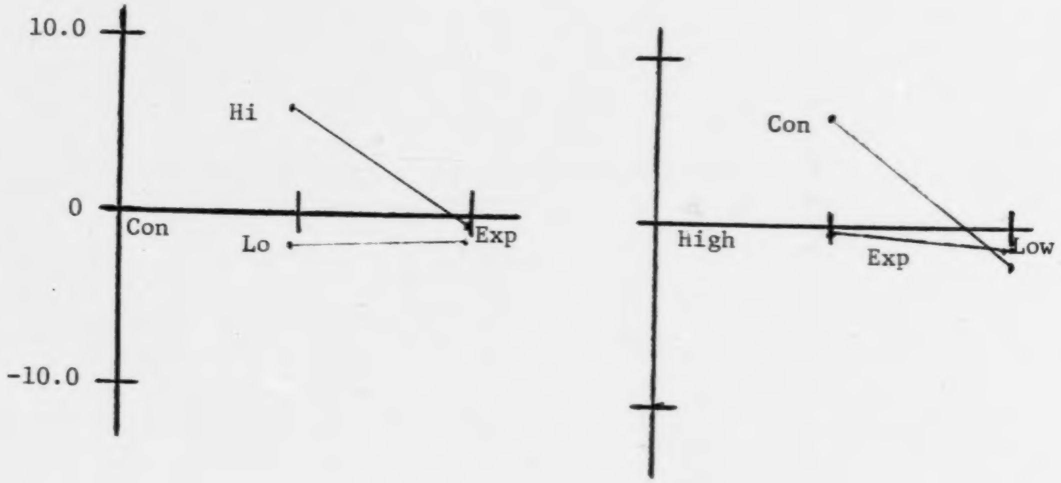
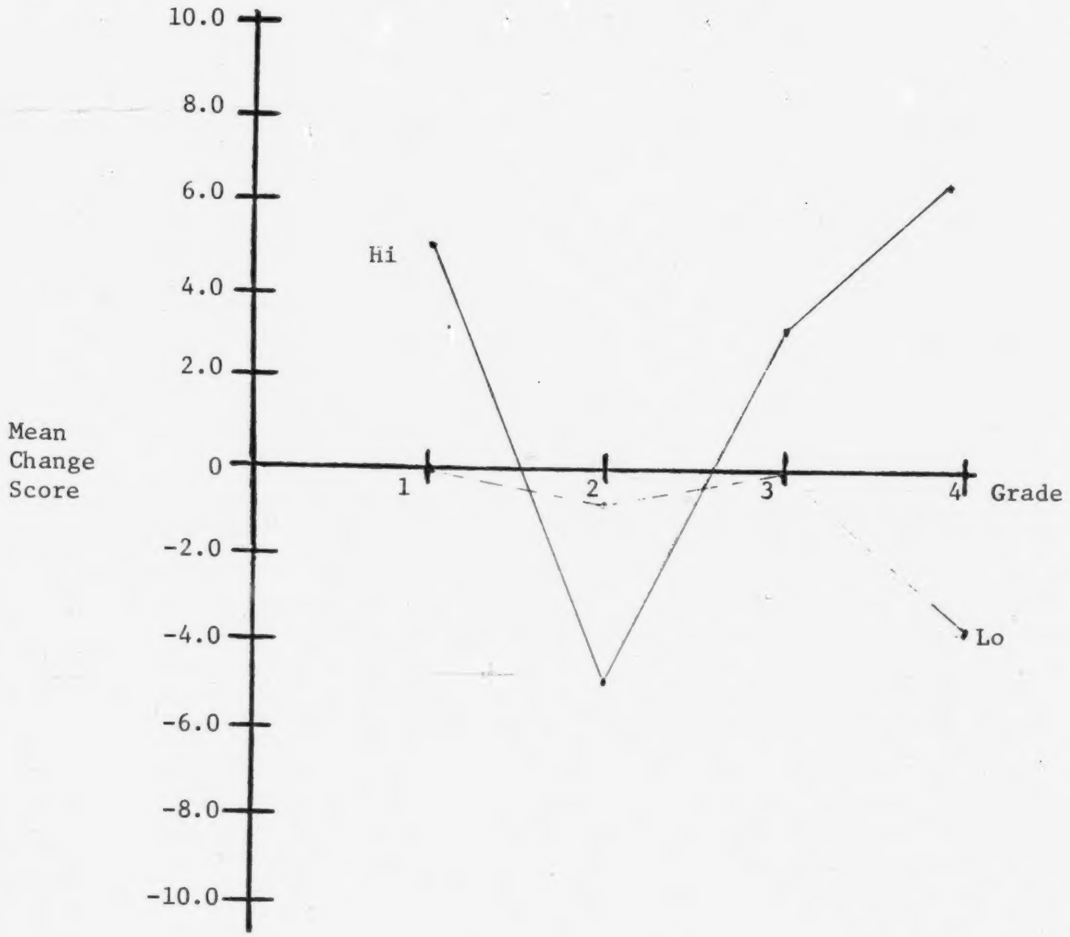


FIGURE 33

INTERACTION BETWEEN SES AND GRD
FOR CTP, TOTAL ADJUSTMENT, TWO YEARS
(1971-73)

| | High | Low |
|---|---|---|
| 1 | 5.30 (N=23) | -0.38 (N=29) |
| 2 | -3.01 (N=45) | -1.64 (N=48) |
| 3 | 3.43 (N=40) | 0.09 (N=64) |
| 4 | 6.71 (N=50) | -4.65 (N=69) |



## Impact of the Project

Beyond the applied research aspects of the study, the H-S-C project has served as a significant demonstration of the practicality of providing an affective educational program within a public school system.

A great deal of energy was expended by the project staff on maintaining continual communication with all departments of the Atlanta Public Schools. As described previously, staff members spoke at staff meetings, conducted in-service orientation and training workshops, made presentations to various departments, encouraged site visits by interested personnel and generally attempted to communicate the goals and philosophies of the program as widely as possible. These efforts proved to be hugely successful in producing an enthusiastic attitude toward affective education and a strong commitment by the Atlanta Public Schools to continue implementation of the program.

As a results, in July of 1973, Title I funds were allocated to implement the H-S-C program in forty elementary schools. The two Pupil-Services Coordinators will direct the program focusing on an in-service approach to teacher training. At least ten resource classrooms will be fully equipped with H-S-C professional materials and copies of the curriculum will be placed in each classroom. This is the first step in a plan to provide the H-S-C program to every elementary school in the school system.

Another major impact of the project has been its contribution to the process of further school desegregation scheduled for the fall quarter of 1973. As previously mentioned, the Atlanta Board of Education and the National Association for the Advancement of Colored People (NAACP) have arrived at a compromise desegregation plan in an attempt to settle a long-standing court suit. The plan calls for massive transfers of students through school pairing, bussing and establishment of middle schools (grades 6-8). This plan has, understandably, created a great deal of upheaval among school personnel, students, and parents of both races. The school system in an attempt to cope with these problems has relied heavily on the project staff. Training workshops in "human relations" were held during the summer of 1973, and several more are planned for the coming school year. Emphasis has been placed on working intensively with schools which will undergo the greatest changes. It is felt that the H-S-C program will make a significant contribution to smoothing the integration process.

The project has also had a major impact in terms of total educational planning as well. A curriculum revision committee has developed and begun to implement a major revision of the existing curriculum with the emphasis on individualizing instruction. As mentioned previously, members of the project staff have served on this committee, contributing significantly to the affective components which are woven through the curriculum. The H-S-C curriculum is scheduled to become a significant part of the revision.

## SUMMARY AND CONCLUSIONS

In response to an increasingly obvious need for a preventive approach to mental health problems in elementary school children, the Home-School-Community Systems for Child Development Project (H-S-C) was conducted by the Atlanta Public Schools under an applied research grant from the National Institute of Mental Health.

The major purposes of the study were to develop a curriculum package of affective educational materials; train classroom teachers in the philosophies and techniques of the program, and implement and evaluate the programs in the schools involving children, their parents, and community resources. It was hypothesized that the H-S-C program would produce positive gains in various areas of social and emotional development and adjustment as measured by standardized test instruments and reports from teachers and parents.

The project covered a period of approximately three years from June 1, 1970, through August 31, 1973. The first project year was devoted to the development of the classroom curriculum, identification of the subjects, and training the project teachers. During the second project year the program was implemented in the classroom, a parent curriculum was developed and an educational program for parents was implemented. The final year of the project was devoted to continued implementation of the program, final revision of the curricula and preparation for implementation of the program on a wider basis.

Subjects for the study consisted of 677 elementary school children enrolled in kindergarten through fourth grade. One experimental school was located in a low socio-economic neighborhood, the other in a middle to high socio-economic area and each was matched with a control school on the basis of size, mobility, and achievement indices as well social and economic variables.

Data for the study was collected by several standardized self-report instruments, teacher and parent questionnaires, and on-site observation of the subjects. A 2x2x2x4 analysis of variance was performed using the factors: experimental/control by socio-economic by status, by sex, by grade. The data were analyzed separately for each implementation year and selected data for subjects enrolled in the program for the entire two year period were also analyzed.

The analysis of the first year's data indicated a differential effect of the project by sex and age (grade). Self-reported measures of social and emotional adjustment showed greater gains over the year by control rather than experimental subjects which was felt to be due to an increase in awareness of and the ability to articulate feelings on the part of the experimental subjects. No differences were found between experimental and control female subjects, but experimental male subjects exhibited significant decreases as compared with control males on these measures. Data obtained from observation checklists indicated significantly improved behavior in experimental subjects as reported by teachers, but conflicting results on parent-reported data. This might have been the result of a lack of understanding of the goals of the project and/or a lack of recognition of behavioral change. Generally, then, external measures of classroom behavior as reported by the teachers improved in experimental subjects while internal measures of "adjustment" as reported by the subjects tended to decline when compared to control subjects.

Analysis of the second year's data yielded somewhat different results. Statistically significant results were obtained on the Knowledge of Social Causality (KSI) test which was used as a measure of one of the basic goals for the program. Experimental subjects attained significant positive change scores on this measure as compared to control subjects. Experimental subjects of the low socio-economic group also showed significant and positive change scores on both behavioral observation as reported by teachers and self-reported adjustment measures. No significant differences on these measures were obtained for subjects in the higher socio-economic group. In summary, the second-year data indicated improvement on both internal and external measures of adjustment which is associated with socio-economic class. It is interesting to note that the differential effects of the treatment by sex and age reported in the first year's data were not observed the following year, while the variable of socio-economic status was more significant for the second year than the first.

Analysis of the combined data for the subjects enrolled in the program for two years indicated a strong differential effect by sex favoring female subjects and by socio-economic status favoring lower class subjects. Althrough these variables were found to interact significantly with treatment no significant main effects by treatment alone were obtained when the data were combined in this way.

## Conclusions

The results of the study as reported and discussed earlier in this report lead to several conclusions which are felt to be of importance in establishing a program of affective education in the elementary schools. Examination of the statistical data obtained from the study lead to the following significant conclusions:

1. The H-S-C program can provide significant and positive changes in knowledge of the Principals of social causality.

2. Social behavior in the classroom can be significantly improved through use of the H-S-C progam.

3. The H-S-C program may have a differential effect on children, with a tendency to produce positive changes in female pupils, and no change or negative changes in male pupils. It might be concluded that different methods of teaching elementary school boys the affective program are needed.

4. Subjects in the low socio-economic group exhibited lower pretest scores than did the high socio-economic subjects and significantly greater posttest changes than their control school. It is thus concluded that children in this low socio-economic group may be in greater need of such a program and that the H-S-C curriculum package can be effectively used to produce favorable changes in this group.

5. Finally, it was concluded that since there was marked difference in reports of behavioral changes by parents and teachers it is possible that parents had different expectations or standards for their children's behavior that it is vital to educate the parents to the philosophies of such a program if it is to be successful.

Beyond the evaluation of the statistical data, and of equal importance, additional conclusions based on observation of the program and reports of individuals closely associated with it may also be made. It is important to note in this regard that, in addition to providing data for the applied research study, H-S-C project served as a demonstration of the practical feasability of designing, staffing, and implementing a preventive mental health program under actual field conditions with all of the external pressures and problems inherent in such a situation. Considering the dual function of the study, then, the following, more general, conclusions were also made:

1. A series of psychological concepts relevant to special and emotional development can be identified and developed into a curriculum of affective education suitable for use with young elementary pupils.

2. Implementation and evaluation of the program of affective education based on a curricular approach can be conducted in the public school setting.

3. The affective curriculum and materials can be easily integrated into the traditional elementary school educational program.

4. Once the affective educational program has been developed it can be incorporated widely within a school system at relatively little additional cost.

# RECOMMENDATIONS

In observing the implementation of the project and its evolution over the three-year period, several major questions arose which should be answered before attempting massive institution of such a program.

A major concern lies in the possibility of contamination of the research findings due to the two differing methods of delivering the H-S-C program. Although the original research design was based on curriculum delivery through the classroom teacher, the establishment of the resource classrooms in the second implementation year provided a second avenue through which the children received the program; thus, some of the children received the program solely in the regular classroom, others, mostly through the resource room, and still others had a combined approach. As the establishment of the resource rooms came about gradually there was no practical way to measure the differential effects, if any, of these two systems. While many different programs and methods of delivery have been described in the literature the choice of delivery methods has been based on an a priori assumption of effectiveness. If, as has been demonstrated, affective education is an important part of the overall educational process, and public schools are to be expected to incorporate such programs, then it would seem necessary to evaluate the effectiveness of the various delivery systems. On the basis of cost-effectiveness, for example, if training a limited number of resource teachers is equal or superior to training all classroom teachers, the choice of delivery systems would become obvious. Thus, it is recommended that systematic investigation of the relative value of each of these delivery methods be conducted.

A second area of concern arising from observation of the H-S-C project involves the question of teacher training in affective education. Although the H-S-C project did include teacher training in the form of two summer workshops and several in-service training seminars, subsequent interviews with the project teachers revealed that several had not participated in any of the workshops and many who did participate felt inadequately prepared to teach the program. Although it was initially assumed that a teacher who was provided with the curriculum package and minimal training in its use could effectively deliver the program "without elaborate teacher orientation", it has become increasingly evident through subjective observation that the motivation, teaching style, and interaction skills of the individual teacher are, indeed significant variables in establishing the kind of classroom climate implied in the philosophy of the H-S-C program. An attempt was made to measure the effects of these variables on producing changes in certain areas of emotional growth among the subjects but the results proved inconclusive, most probably due to the inadequaecy of the testing instrument itself. This concern was manifested in the intensification of the training process during the final workshops (see appendix D) but, again, there was no way to adequately measure the effects of this training on changes in pupils. It is generally accepted that the knowledge, attitudes and behaviors of teachers has a demonstrable effect on the achievement and emotional well being and growth of the student. It would seem obvious also that a teacher who is enthusiastic about the curriculum and committed to its philosophies would make wider use of the materials than a teacher who finds the program a burden or who feels affective education is unnecessary. It is recommended therefore, that there is a strong need to determine whether a well-planned, structured program of teacher training with measurable behavioral objectives for the teachers, themselves, as well as the pupils, can increase the effectiveness of the H-S-C progam.

A third concern lies in the area of the evaluation process itself. As described in a previous section, the statistical results of the study varied widely with the measurement technique used. Both of the techniques, self-reporting tests and behavioral checklist, were felt to be somewhat inadequate as devices to measure emotional and social change. There is wide agreement in the literature that a more fruitful technique lies in structured observational routines in the classroom and, indeed, such observation was planned for the H-S-C project. There was great resistance, however, on the part of teachers to this process and it was abandoned in the interests of assuring cooperation on the project. Recent studies have also shown that well-structured, observational procedures provide an excellent means for self-evaluation by teachers and can be a valuable source of information for program planning with children.

In order to provide the teacher with ongoing feedback as to her own success in imparting the material to the pupils, it is recommended that a necessary addition to furture affective educational programs would be the inclusion of a valid observational measurement technique.

A final concern regards the organizational structure of the project itself. Although it is traditional in the Atlanta Public Schools to separate the function of evaluation and implementation into different divisions for the sake of objectivity, it is felt that in this particular case, this separation may have been detrimental to the research aspect of the project. Because the project was eventually located within a particular area rather than the central office complex the emphasis was felt to shift from research to service with perhaps too many concessions made to smooth implementation, at the cost of evaluation. It is recommended that care be taken in the organization of innovative research projects.

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# APPENDIX A

## List of Individuals Involved Through Discussion Groups or Conferences in the Limited Development of This Project

### A. Outside the Atlanta Public Schools

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Miss Nancy S. Gillespie
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Dr. James F. Hackney,
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Chief of Individual Services
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Miss Florie Still, Coordinator of
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## B. Inside the Atlanta Public Schools

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Assistant Superintendent
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Counselor
Ware Elementary School

Dr. Curtis Henson, Assistant
Superintendent for
Instruction
Instructional Services Center

Mr. O. L. Boozer, Director
of Special Services and
School Health Services
Instructional Services Center

Mr. John H. Boykin III
Psychometrist, Area II

Mrs. Frances Cox, Coordinator
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Instructional Services Center

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Perkerson Elementary School

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# FOR
# HOME-SCHOOL-COMMUNITY-SYSTEM FOR CHILD DEVELOPMENT

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| | |
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Miss Virginia Upson
Coordinator of School Social Services
Atlanta Public Schools

Mrs. Doris Willingham
Coordinator of Instructional Material
Atlanta Public Schools

# APPENDIX B

## Materials Identified for Use in This Project

| | Abbreviations |
|---|---|
| 1. Developing Understanding of Self and Others<br>American Guidance Service, Inc.<br>Publishers Building<br>Circle Pines, Minnesota 55014 | DUSO |
| 2. Focus on Self-Development Stage One: Awareness<br>Science Research Associates, Inc.<br>259 East Erie Street<br>Chicago, Illinois 60611 | S.R.A. |
| 3. Education In Human Behavior<br>Educational Research Council of America<br>Dr. Ralph Ojemann, Director<br>Rockefeller Building<br>Cleveland, Ohio 44113 | Ojemann |
| 4. Principles and Practices in the Teaching of The Social Sciences Concepts and Values<br>Harcourt, Brace and World | H.B. |
| 5. Filmstrips<br>Guidance Associates<br>Pleasantville, New York<br>First Things: Sound Filmstrips for Primary Grades<br>1. You Got Mad: Are You Glad?<br>2. Guess Who's In A Group!<br>3. Who Do You Think You Are?<br>4. What Happens Between People?<br>5. What Do You Expect Of Others? | Guidance Associates |
| 6. Scholastic Magazines, Inc.<br>Kindle Filmstrips<br>Unit I: Who Am I?<br>1. Nothing Is Something To Do.<br>2. The Joy Of Being You.<br>3. People Packages.<br>4. All Kinds Of Feelings.<br>5. Do You Believe In Wishes? | Kindle |

Abbreviations

Unit II: *How Do I Learn?*

1. *What Next?*
2. *Making Mistakes.*
3. *Who's Afraid?*
4. *Figuring Things Out.*
5. *Do You Forget?*

7. Study Prints — Moods and Emotions
*Moods and Emotions*
The Child's World, Inc.
Mankato, Minnesota 56001

No. 1: *Love*
No. 2: *Compassion*
No. 3: *Loneliness*
No. 4: *Frustration*
No. 5: *Joy*
No. 6: *Thoughtfulness*
No. 7: *Anger*

8. SEE refers to *Self Enhancing Education: Communication Techniques and Processes That Enhance*, — SEE
by Norma Randolph
William Howe
Elizabeth Achterman

1957 Pruneridge Avenue
Santa Clara, California 95050

Also: *Self Enhancing Education: A Program To Motivate Learners*,
by Norma Randolph and William Howe

Stanford Press
Palo Alto, California

9. *A Behavioral Science Program* — Quincy
Quincy, Massachussetts School System

## INSTRUCTIONAL MATERIALS USED IN HOME-SCHOOL-COMMUNITY PROJECT

An Annotated List

### MULTIMEDIA KITS FOR USE BY CLASSROOM TEACHER

(Teacher Inservice Desirable)

| | Vendor |
|---|---|
| 1. On-Stage Multimedia Kit, 6650, $59.95 (Puppets, stories, activities) Primary grades. (Encyclopedia Brittannica Enterprises)<br>On-State Teacher's Guide, 6653, $1.95, Primary grades. | Joseph W. Collins<br>EBE Representative<br>1991 DeLowe Drive, S.W., Apt. P6<br>Atlanta, Georgia 30311 |

Aims to give the early elementary-age child creative, enjoyable learning experiences that will enhance his personal growth and self-concept, stimulate his interest in others, encourage meaningful working relationships in groups, and strengthen skills in listening, observing, speaking, and bodily coordination. Blends cognitive skills of language development with affective objectives of building self-confidence and personal awareness. Kit contains two puppets, activity cards arranged in a file box for easy use, and Teacher's Handbook.

| | |
|---|---|
| About Me Teacher's Guide, 6561, $3.95, Upper Elementary.<br>About Me Student Book, 6562, $0.63, Upper Elementary. | EBE |

Designed to help cildren in fourth, fifth, and sixth grades move toward realizing their full potential and to increase their self-esteem. Contains a Teacher's Resource Bank of practical techniques and tips to help create an environment conducive to openness, sharing and learning.

| | |
|---|---|
| 2. Science Research Associates Kit, Focus on Self-Development, Stage One: Awareness, Grades K-2 (Multi-media Kit -- filmstrips and poster boards), 5-3500, $95.00. Counselor's Handbook, 5-3506, $2.50 | Science Research Associates, Inc.<br>259 East Erie Street<br>Chicago, Illinois 60611 |

Designed to lead children toward an understanding of self, understanding of others, an awareness of factors that influence behavior and attitudes of self and others. Open ended situations are used and divergent thinking encouraged. Units include: The Physical, Social, Intellectual and Emotional Self; Awareness of the Environment Through Hearing, Seeing, Smelling, Tasting, Touch; Group Interaction; Feelings; Problem Solving and Decision Making.

Stage Two: Responding, Grades three and four, $116. To bring out the child's ideas about himself, others, and his environment to think about and act on these ideas. Units include: Feelings; Family Relationships; Peer Relationships; Problem Solving; World of Work (Interests, Abilities, Limitations, Goals).

3. DEVELOPING UNDERSTANDING OF SELF AND OTHERS -- Multi-media Kit (puppets, cassettes, posters, stories, activity cards) DUSO. D-IR. $82.00

American Guidance Service Inc.
Publishers' Building
Circle Pines, Minn. 55014

Designed for grades K-3. Major themes: Understanding and Accepting Self; Understanding Feelings; Understanding Others; Understanding Independence; Understanding Goals and Purposeful Behavior; Understanding Mastery, Competence and Resourcefulness; Understanding Emotional Maturity; Understanding Choices and Consequences.

## FILMSTRIPS

1. Kindle Series, Unit I -- Who Am I? (The Concept of Self), $49.50 for Primary grades.

Scholastic Magazine, Inc.
Englewood Cliffs,
New Jersey

Contains 5 filmstrips, records and Teaching Guide. "The Joy of Being You," on uniqueness of the individual. "Nothing Is Something to Do," exploring the child's world and encouraging discovery; "People Package" to explore packaging from skin to houses; "All kinds of Feelings" to help children accept and cope with their own feelings and those of others; "Do you believe in Wishes?" to stimulate the child's imagination and present wishing as a part of growing and planning. Multi-ethnic.

Unit II How Do I Learn? $49.50

Contains 5 filmstrips, records and teacher's guide. "Figuring Things Out" deals with problem solving and finding alternatives; "Making Mistakes" is presented as a way of learning; "Do you Forget?" may help children realize why they remember some things more easily than others; "Who's Afraid? deals with both real and imaginary fears; "What Next?" is concerned with planning and decision making and the concept of order as intrinsic in nature.

*First Things*. Color, sound filmstrips for the Primary Grades.
"Who Do You Think You Are,"
N-106-219;
"Guess Who's In a Group,"
N-300-903;
"What Happens Between People,"
N-320-901;
"You Got Mad, Are You Glad?"
N-340-909;
"What Do You Expect of Others,"
N-320-885.
$18.00 each.

Guidance Associates
757 Third Avenue
New York, NY 10017

Designed to help children build their self-images, strengthen their value choices by identifying and applying concepts of the individual, Groups, Interaction, Conflict and Cooperation. Teacher's Guide suggests follow-up activities. Multi-ethnic.

2. *Outset Series*. *"Places To Go"*; "Look About You"; Listen-There are Sounds Around You"; "People We Know."

   Guidance Associates

   Designed to help introduce children to new vocabulary, people, places, sights and sounds; develop their powers of recollection, perception and discrimination; their abilities to listen effectively and speak readily. $35.00 each.

## STUDY PRINTS WITH DISCUSSION GUIDES

1. Series Title: *Understanding Ourselves and Others*. *Moods and Emotions* -- 8 Color Study Prints. $8.00. For Primary grades.

   The Child's World, Inc.
   P.O. Box 681
   Eglin, Illinois 60120

Background material, stories, activities printed on reverse of each print. Love; Compassion; Loneliness; Joy; Thoughtfulness; Anger; Frustration; Sadness. Printed on heavy paper. Multi-ethnic.

2. Moods and Emotions, $3.95.

David C. Cook Publishing
Mr. Joe Bourne
Representative Co.
1076 Lindridge Dr., NE
Atlanta, GA 30324

Sixteen dramatic photographs, some in color, 12 x 17, and 40-page teacher's manual on Love; Tenderness; Friendship; Joy; Fun; Anger; Fear; Sorrow; Despair; Loneliness; Curiosity; Fascination; Thoughtfulness; Satisfaction; Frustration; Protectiveness. Helps children deal with their own emotions and those of others. Printed on thin paper. Multi-ethnic.

## BOOKS FOR PUPILS

1. Harcourt Brace
The Social Sciences: Concepts and Values, Level I, $2.85; Level II, $3.06; Level III, $3.90; Level IV, $3.80; Beginning Level Study Prints, $36.00; Concepts & Values, 40 Study Prints, $40.00.

Harcourt, Brace & Jovanovich
1372 Peachtree St., NE
Atlanta, Ga. 30309

Teacher's Edition with each level suggests ways of introducing and developing the lesson, discussion questions and interesting activiites so that even a child who does not read well can become involved with the concept. Main cognitive themes: Man is the product of heredity and environment; Human behavior is shaped by the social environment; geographic features of the earth affect man's behavior; Economic behavior depends on the utilization of resources; Political organization (government) resolves conflicts and makes interactions easier among people. Teacher inservice essential.

2. Dimensions of Personality

Here I Am by Walter Limbacher.
For grades 4, $1.87 (soft cover)
Teacher Edition $3.99 (soft cover)

George A. Pflaum, Publisher
38 W. Fifth Street
Dayton, Ohio 45402

Provides both information and classroom experiences: Getting To Know Myself; My Feelings are Real; I Always Behave Myself, My "Mirrors"; What a Difference a Year Makes. Spirit masters available for suggested activities.

3. Book, DEMILLE, RICHARD, PUT YOUR MOTHER ON THE CEILING -- CHILDREN'S IMAGINATION GAMES, 1967, $3.95.

Walker Publishing Co.
5030 North Harlem Avenue
Chicago, Ill. 60556

May be used by teacher or parent to stimulate imagination and creativity, with one child or a class.

## RESOURCE MATERIALS FOR TEACHERS
## BOOKS

1. Self Enhancing Eduation, A Program To Motivate Learners, by Randolph and Howe Sanford Press, Palo Alto, California, $4.95.

E & S Association
Mt. Meigs Rd.
Montgomery, Alabama

Describes a process which teacher and parents can use to help a child feel worthy as a person and learn to be more self directed, motivated and responsible. Includes 12 specific processes: Problem solving; Self-management; Changing negative reflections to positive; Building bonds of trust; setting limits and expectations; Freeing and channeling energy; Overcoming unproductive repetitive behavior; Developing physical competencies; Making success inevitable; Self-evaluation; Breaking curriculum barriers to allow children to progress at their own rate. Teacher inservice essential. Training courses available from Self-Enhancing Education, Inc.

1957 Pruneridge Avenue
Santa Clara, Cal. 95050

2. Education In Human Behavior, Educational Research Council of America, Dr. Ralph Ojemann, Director (Handbook for each grade level, K-6).

Rockefeller Building
Cleveland, Ohio 44113

Teaches children through stories and discussion to look for the possible causes of behavior and to consider consequences of action. Teacher inservice desirable.

3. SEVEN STORIES FOR GROWTH, by D.A. Sugarman and R. A. Hochstein. Pitman, $3.00.

Pitman Publishing Corporation
6 East 43rd Street
New York, N. Y., 10017

Book to read to children. Stories on: Accepting feelings; Accepting ourselves; Talking about our problems; Doing things for others; Replacing worry with work and planning; and Enjoying the little things in life. Discussion of the basic concept underlying each story precedes the story.

4. Group Techniques for the Classroom Teacher, Edson Caldwell, 5-40, $1.85.

Science Research Association

Contains helpful suggestions for establishing a climate conducive to learning, ways of working with children with problems.

## HOME-SCHOOL-COMMUNITY PROJECT
## ANNOTATED BIBLIOGRAPHY

1. Alexander, Martha. Black Board Bear, Dial, 1969.
A little boy tosses his teddy bear out of the window when the big boys refuse to let him play with them. He draws a big bear on his blackboard, and this big bear steps right down off the board to become the little boy's friend and playmate.
(Revenge, solitude) (Emotional)

Grades: K-1 Reality, Fantasy, Daydreaming,
Rejection

2. Aliki. My Five Senses, Crowell, 1962.
The child develops an understanding of his senses, what they are and what he learns through them about the world around him.
(Physical) (Senses and Sensation)

Grades: K-2

3. Amoss, Berthe. Tom In The Middle, Harper, 1968.
This is about the struggle that Tom has with an older and younger brother.

Grades: K-2 Family Group

4. Anglund, Joan Walsh. The Brave Cowboy and A Cowboy's Secret Life, Harcourt, Brace and World, Inc., 1959.
These books deal with a little boy's imaginary adventures. In his fantasies he is a cowboy who copes with rustlers, Indians, and even a big bear. (Social)

Grades: K-1 Reality, Fantasy
Imagination/Under daydreaming
Learning

5. Anglund, Joan Walsh. A Friend Is Someone Who Likes You, Harcourt, 1968.
A friend can be a boy, a girl, or even a mouse. Through precious pictures and well-chosen words this little book describes happy surprises just waiting to be discovered in the world around us. (Emotional)

Grades: K-3

6. Anglund, Joan Walsh. Love Is a Special Way of Feeling, Harcourt, 1960.
With charming pictures and simple words, the author and illustrator explains love as "the happiness we feel in helping someone who needs us, the delight in watching a bird soar high, ... the joy in being understood--even without words, sometimes." (Emotional)

Grades: K-3

7. Arkin, David. Black And White, Ward Ritchie Press, 1966.
A story of integration. This book is written as history and is quite factual.

Grades: 2-4 Likenesses and Differences

8. Averill, Ester. Jenny's First Party, Harper and Row, 1948.
Jenny Linsky is a shy little black cat who, along with all of the neighborhood cats, is going to a party. She puts on her beautiful red scarf, but is disappointed at the party because Alice Featherlegs, her rival is there. Pickles and Florio, Jenny's close friends, chase Alice away so all can enjoy the party. (Social)

Grades: K-2

9. Beattie, Janet. Poof, Poof, A. Whitman, 1962.
Poof Poof tried to look and act like the other dogs he saw, but they only laughed at him. Finally, in despair, he decided to be himself. Immediately the other dogs quit laughing at him for he had won their respect. "It is always better to be yourself than to try to copy someone else." (Physical)

Grades: K-2

10. Beim, Jerrold. Swimming Hole, Morrow, 1951.
The story shows how people can hurt one another and move on to accept differences in others.

Grades: K-4 Likenesses and Differences

11. Beim, Jerrold. Smallest Boy in the Class, Morrow, 1949.
Jim was nicknamed "Tiny." Because he hated being small, he became a show off. One day he was kind to Priscilla and the teacher said he must have the

biggest heart in the class. This made all the children realize that there are different ways of being "big." (Social)

Grades: 1-3 Social Behavior is Caused
Inadequacy
Sharing

12. Beim, Lorraine & Jerrold. Two Is a Team, Harcourt, 1945.
Ted, a Negro boy, and Paul a White boy, are playmates of the same age and size. They are good friends until they quarrel while trying to build a scooter. They try to work separately, but find this impossible. They discover that only through cooperation and compromise will they be able to achieve their goal. (Social)

Grades: K-3 Cooperating, Sharing

13. Berg, Jean Horton. There's Nothing to Do, So Let Me Be You, Westminister, 1966.
Baby Raccoon changes places with his mother. Mother and Father Raccoon play in the sandbox, while Baby Raccoon attempts Mother's duties. By lunchtime Baby Raccoon is ready to be himself again. (Physical and Social)

Grades: K-3

14. Bonsall, Crosby Newell. Tell Me Some More, Harper, 1961.
This is the story of a child who imagines that some of the animals in his library books are real.

Grades: K-1 Reality, Fantasy, Daydreaming

15. Borack, Barbara. Gooney, Harper, 1968.
This is an imaginative book about what children want to do when they grow up and the unique ways in which they would handle their jobs.

Grades: 2-4 Reality, Fantasy
Imagination, Learning

16. Borack, Barbara. Grandpa, Harper, 1967.
A little girl tells with love about her grandfather who hides in the same place every time, makes her friends

laugh, puts Band-Aids on all her fingers instead of just the hurt one, and stops tickling when she asks him to. (Emotional, Social)

Grades: K Family

17. Brown, Margaret W. The Runaway Bunny, Harper and Row, 1942.
The bunny finally gave up running away because mother rabbit was too clever for him. Poetry. (Social)

Grades: K-1

18. Buck, Pearl S. The Beech Tree, Day, 1954.
A story of an old grandfather who comes to live with his family. A good lesson in caring for the aging.

Grades: 3-4 Change
Family Group

19. Buckley, Helen E. Grandfather and I, Lothrop, Lee and Shephard, 1961.
Everybody except Grandfather hurries--and tries to make me hurry. "But Grandfather and I never hurry." (Social)

Grades: K-2 Family

20. Buckley, Helen E. Little Boy and the Birthdays, Lothrop, Leo and Shepard, 1965.
A little boy's mother tells him that if he is old enough to remember his own birthday, he is old enough to remember other people's birthdays. Happily he finds that it is as pleasurable to remember others' birthdays as it is to have them remember his. (Emotional)

Grades: K-2 Sharing

21. Carton, Lonnie, C. Daddies, Random House, 1963.
This book tells how daddies work outside the home and what they do to be with their children when they are at home. Develops a warm understanding of daddy as a person. Stresses love.

Grades: K-2 Family
Love

22. Carton, Lonnie C. Mommies, Random House, 1960.
Talks of all the things mommies at home do in caring for children.

Grades: K-2 Family
Love

23. Caudill, Rebecca. Did You Carry the Flag Today, Charlie? Holt, 1966.
Charlie is told that each day after Little School, the best child carries the flag and leads the line to the bus. Charlie not only gets to carry the flag, but is given a book besides. (Social)

Grades: K-3

24. Clymer, Eleanor. Big Pile of Dirt, Holt, Rinehart and Winston, 1968.
A group of inner-city children fight both society and the Mayor himself to keep their playground--which is nothing more than a "big pile of dirt." The book depicts the feelings and problems of such underprivileged children. (Social)

Grades: K-3

25. Cohen, Miriam. Will I Have a Friend? Macmillan, 1967.
Jim asks, "Will I have a friend at school?" As his day at school progresses through playtime, refreshments, and storytime, Jim does find a friend and his initial apprehension about school vanishes. The imaginative pictures depict an integrated schoolroom in harmony. (Emotional, Social)

Grades: K-2

26. Copeland, Helen. Meet Miki Takino, Lothrop, Lee and Shepard, 1963.
Miki Takino had no grandparents, and grandparents were being invited to the class party. Because Miki wanted to be like other children, he asked five people to "become" his grandparents. All five came to the party as "adopted grandparents," making Miki an extremely happy boy. (Social)

Grades: K-3

27. Craig, M. New Boy on the Sidewalk, Norton, 1967.
Joey greets his new neighbor with, "I don't like you."

The boys quarrel every day until some older boys join in, insulting Joey. To his surprise, the new boy comes to his defense, and the two boys become friends. (Social)

Grades: K-2 Expectation
Cooperation and Sharing

28. De Regniers, Beatrice Schenk. The Little Girl and Her Mother, Vanguard, 1963.
The little girl does many things her Mother does. She also learns that, while she cannot do everything her Mother does, she can also do many things that Mother is too big to do.

Grades: K-1 Family

29. De Regniers, Beatrice Schenk. A Little House of Your Own, Harcourt, 1954.
A house of one's own can be almost anywhere--under a table, in bed, in a tree. It is a place to think, shut your eyes, or invite friends. (Privacy, social)

Grades: 1-3 Likenesses and Differences
Uniqueness of Individual (best)
Personal Need
Need for Quiet and Privacy

30. Elgin, Kathleen. Read About the Brain, Watts, 1967.
The parts of the brain, its functions and operations are told, with some discussion of motor and reflex action, and motor and sympathetic nerves. (Physical)

Grade: 3

31. Ets, Marie Hall. Bad Boy, Good Boy, Crowell, 1967.
This is the story of a Spanish boy who had many troubles at home and had more troubles when his mother left home for a while. Everyone called him a bad boy until he went to a children's center and found that he could make friends and do many things.

Grades: 1-4 Behavior is Caused
Cooperation, Sharing

32. Evans, Eva Knox. Home Is a Very Special Place, Capitol, 1962.

Gives an overall view of the place of the home in any society. (Social)

Grades: K-3

33. Felt, Sue. Rosa-Too-Little, Doubleday, 1950.
Rosa loved to visit the library and admire the many beautiful books although she was too little to have a library card. Finally, the day came when little Rosa was big enough to write her name and borrow books. (Physical)

Grades: K-2

34. Fern, Eugene. Pepito's Story, Farrar, 1960.
Pepito lives in a small fishing village. The other children laugh at him because he spends all of his time dancing. But when his dancing saves an unhappy little girl, he is never friendless again. (Emotional)

Grades: 2-4 Uniqueness of Individual
Likenesses and Differences

35. Fisher, Aileen. My Mother and I, Crowell, 1967.
A little girl comes home from school excited about a promised walk with Mother to the top of the hill, only to find that Mother had to go away for a week or two. While Mother is away, she considers the many creatures with no Mothers, and as a result is all the more joyful over her mother's return. The book is sensitively written in poetry. (Social)

Grades: 1-2 Family
Feelings
Love for Mother

36. Fitzhugh, Louise, and Scappleton, Sandra. Bang, Bang, You're Dead, Harper, 1969.
Two gangs fight over a hill until they decide it is better to share than hurt.

Grades: 1-3 Sharing

37. Fox, Paula. Maurice's Room, Macmillan, 1966.
Maurice's room is so full of things he has collected that there is scarcely room to walk. His parents' efforts at

new interests fail. Upon moving to the country, Maurice finds an old barn in which to arrange things. (Social)

Grades: 3

38. Garrett, Helen. Angelo The Naughty One.
Angelo was afraid of water and so he hated baths. This is how Angelo overcame fear.

Grades: 2-3 Feelings

39. Gates, Doris. Blue Willow, Viking, 1940.
A good book for illustrating different family patterns, and also a longing for security that can come from a disorganized family life. The story is of Janey, whose father was a migratory worker, and how she finally got her wish: to hang the blue willow plate over the mantlepiece of a real home. (Social)

Grades: 3

40. Gay, Zhenya. I'm Tired of Lions, Viking, 1961.
The story of a lion cub who wanted to be someone else.

Grades: K-3 Uniqueness of Individual

41. Godden, Rumer, The Fairy Doll, Viking, 1956.
Elizabeth, because she was the baby of the family, was beset by innumerable problems until Great-grandmother gave her Fairy Doll from the top of the Christmas tree. As long as Fairy Doll was with Elizabeth to make the magic "ting" sounds, everything went right. As soon as Elizabeth developed some self-confidence, Fairy Doll mysteriously disappeared, not to return until it was time to take her place on top of the Christmas tree. (Emotional, social)

Grades: 2-3 Expectation

42. Goldenson, Robert M. All About the Human Mind, Random House, 1963.
This introduction to psychology explains the physiology of the human mind. It also contains problems with answers. (Physical)

Grades: 6-8 and over

43. Goldin, Augusta. Straight Hair, Curly Hair, Crowell, 1966.
Genuine experiments are presented, using hair, Scotch tape, and keys to explain why hair can be striaght or curly. (Physical)

Grades: 3-4 Likenesses and Differences

44. Green, Mary McBurney. Is It Hard? Is It Easy? Scott, 1960.
Through examples of real children playing, the reader learns that everybody can do some things well and other things not so well. (Intellectual, physical)

Grades: K-1

45. Guilfoile, Elizabeth. Nobody Listens to Andrew, Follett, 1957.
Andrew saw a bear in his bed one morning. But his family and a neighbor will not listen to him. Everyone is too busy to hear about the bear. Only when he screams out does he get any results. (Social)

Grades: K-2

46. Heide, Florence Parry. Giants Are Very Brave People, Parents, 1970.
The story of a boy who is afraid of practically everything and how he overcomes his fear.

Grades: 2-4 Feelings

47. Hinshaw, Alice. The True Book of Your Body and You, Children's Press, 1959.
Discusses in simple terms the senses as well as brain, muscles, skin, and skeleton of the body.

Grades: 1-3 Senses
Learning

48. Hoban, Russell. A Bargain for Frances, Harper, 1970.
Frances learns to be careful with a friend and helps the friend to be a good friend.

Grades: K-3 Friendship
Love

49. Hoban, Russell, Bedtime for Frances, Harper, 1960.
Frances is a little badger with many schemes to put off going to sleep. Father Badger has to outwit her. (Social)

Grades: K-2 Fear, feelings

50. Hoban, Russell. Birthday for Frances, Harper, 1968.
Frances find it difficult when her sister has a birthday and she doesn't.

Grades: K-2 Sharing
Family

51. Hoban, Russell. Bread and Jam for Frances, Harper, 1964.
Frances learns that it is possible to have too much of one thing.

Grades: K-3 Change
Diversity

52. Hoban, Russell. Nothing to Do, Harper and Row, 1964.
Stories about Walter Possum who, like many children, can never think of anything to do. His father solves the problem by giving Walter a something-to-do stone. (Social)

Grades: K-3

53. Hoban, Russell. The Sorely Trying Day, Harper and Row, 1964.
The whole household was in an uproar when Father got home. The more he tried to unravel the quarrel, the more misbehavior he discovered. When the mouse finally admitted that he was at the root of it all, the others admitted their share and apologized. (Social)

Grades: 2-4 (Maybe 1) Behavior is Caused

54. Howell, Virginia. Who Likes the Dark?, E.M. Hale and Company, 1963.
Daytime is for playing, running, working, and doing all sorts of things. Nighttime is for resting, watching the moon come up, listening to the night noises of people and things, and remembering how they looked when it was light. The next day will be even better after a night's sleep. (Emotional)

Grades: K-3

55. Keats, Ezra Jack. Peter's Chair, Harper and Row, 1967.
Peter is so upset when his baby sister is given his crib and highchair that he decides to run away from home with his dog Willie. However, he changes his mind when he discovers he has grown so big that he needs a grown-up chair, and happily helps father paint his little blue chair pink for his little sister. (Rejection, Emotional)

Grades: K-3

56. Kepes, Juliet. Five Little Monkeys, E. M. Hale and Company, 1952.
The five little monkeys played many tricks on all the animals in the jungle. Finally, it was decided that they must be punished. After having a bad trick played on them as punishment by the other animals, the five monkeys were not only good but they did a good deed which saved the jungle animals from being harmed by Terrible the Tiger and even made Terrible a friend to them all. (Social)

57. Kessler, Leonard. Here Comes the Strikeout, Harper and Row, 1965.
A small boy comes up to bat 21 times and strikes out every time. A friend encourages him and after much work he is able to make two hits. (Physical, Emotional)

Grades: K-3

58. Kingman, Lee, Peter's Long Walk, Doubleday, 1953.
This is the story of five-year-old Peter's adventures as he takes a long walk, searching for playmates. (Good for beginning of school) (Social)

Grades: K-2

59. Krasilovsky, Phyllis. The Very Little Boy, Doubled[illegible], 1962.
A little boy, smaller than a baseball bat, grows bigger and bigger. He finally outgrows his crib, and can push his new baby sister in her buggy. (Physical)

Grades: K-2

60. Krauss, Ruth. The Growing Story, Harper and Row, 1947.
A small boy observed things growing--grass, flowers,

chickens--but did not realize his own growth until he put on his last year's clothes. (Physical)

Grades: K-1

61. Lamorisse, Albert. The Red Balloon, Doubleday, 1957.
The story of a unique relationship between a boy and his balloon. This story shows that people who love are willing to allow others to be themselves.

Independence
Acceptance of Others

62. Lauber, Patricia. Your Body and How It Works, Random, 1962.
This story, with diagrams, drawings, and photographs, explains how the body grows and forms tissues and organs to carry on such functions as respiration, circulation, digestion, excretion, and reproduction. (Physical)

Grades: 3

63. Lenski, Lois. Papa Small, Walck, 1951.
Tiny toy-like figures are shown at work and relaxation. With light, sometimes humorous, tone, these characters are seen from Monday's washing to Sunday's church-going and afternoon drive. (Physical, Social)

Grades: K-1

64. Lerner, Marguerite Rush. Peter Gets the Chicken Pox, Lerner, 1959.
This story shows a teacher's concern for a child in the class when he acts differently than usual about a childhood disease.

Grades: K-3 Behavior is caused

65. Lerner, Marguerite Rush. Red Man, White Man, African Chief, Lerner, 1960.
A scientific explanation of pigmentation in human beings, as well as all living things. (Physical)

Grades: 2-4 Skin Color

66. Lerner, Marguerite Rush. Twins, Lerner, 1961.
This is a scientific account of how twins occur.

Grades: 3-4 Likenesses and Differences

67. Lexau, Joan M. Benjie, Dial, 1964.
Granny lost an earring which had been a wedding present from Granddaddy. Benjie had to overcome his shyness before he could make any progress in his search for the lost earring. (Bashfulness, Social)

Grades: 2-4 Independence and Fear

68. Lipkind, William. Nubber Bear, Harcourt, 1966.
Nubber creeps out of the family cave at night and goes into the forbidden Middle Wood in search of honey. With help he gets his honey; he also gets a spanking when he returns home.

Grades: 1-3 Goals and Purposeful Behavior
Choices and Consequences

69. Lopshire, Robert. I Am Better Than You, Harper, 1968.
About a lizard who brags unrealistically.

Grades: K-3

70. Matsuno, Masako. Taro and the Tofu, World, 1962.
Taro was sent to buy Tofu for supper. He was tempted to spend the extra change given him by the peddler. However, after going back to the peddler through the dark coldness, he can return home feeling warm and happy. (Social)

Grades: 3

71. McCloskey, Robert. Make Way for Ducklings, The Viking Press, 1941.
Mr. and Mrs. Mallard rejected several sites as possibilities for their home before finding the perfect spot. After their eight ducklings had been hatched, could swim, and had been taught obedience, their parents decided to move. With the help of Michael and other police friends, this task was happily accomplished. (Social)

Grades: K-2

72. Mann, Peggy. The Twenty-Five-Cent Friend, Coward, 1970.
A little boy changes' schools and tries to buy friends.

Grades: 1

Expectation
Behavior is Caused
Aggressive Behavior
Friendship

73. Mendoza, George. And I Must Hurry For The Sea Is Coming In, Prentice, 1969.
Beautiful book about all there is to do in the world.

Goals and Pruposeful Behavior

74. Merriam, Eve. Mommies at Work, Knopf, 1961.
The jobs working mothers do, as well as the duties of staying-at-home mothers, are described.

Grades: K-2 Family

75. Minarik, Else Holmelund. Little Bear, Harper and Row, 1957.
Little Bear is a delightful, almost human creature. He persuades his mother to make him a winter outfit, and then discovers his own fur coat is all he needs; he makes himself some birthday soup, only to be surprised with a real cake; he takes an imaginary trip to the moon, and finally falls to sleep as his mother tells him a story about "Little Bear." (Physical)

Grades: K-2 Reality and Fantasy

76. Myrick, Mildred. The Secret Three, Harper and Row, 1963.
Mark and Billy find a coded message in a bottle on the beach. In deciphering the code, they learn that Tom, who lives on a nearby island wants to start a club. Thus, the Secret Three is formed, and their adventures alont the seashore are told. (Social)

Grades: 3-4 Group

77. Ness, Evaline. Exactly Alike, Scribner, 1964.
Elizabeth could never tell her four brothers, who looked "exactly alike", apart, though she tried many ways. Finally, a wise friend helped Elizabeth to understand. (Physical)

Grades: Late 1st-2 Sharing

78. Penn, Ruth Bonn. Mommies Are for Loving, Putnam, 1962.
This book tells all the ways parents take care of children and most of all they are for helping children learn about love.

Grades: K-2

79. Pomerantz, Charlotte. Why You Look Like You and I Tend to Look Like Me, Scott, W.R., 1969.
Explanation of Mendel and his theories.

Grades: 4 Heredity
Likenesses and Differences

80. Puner, Helen Walker. Daddies: What They Do All Day, Lothrop, 1946.
Explains different jobs of daddies from doctors to farmers.

Grades: K-2 Family

81. Schlein, Miriam. Elephant Herd, Scott, 1954.
Two small elephants decide they would rather live by themselves than with the herd. After a difficult time in which they learn that they are not yet strong enough to cope with the dangers of their world, they are happy to have an old bull elephant rescue and return them to the herd. (Intellectual, Social)

Grades: 1-3

82. Scott, A. H. Sam, McGraw-Hill, 1967.
Sam is a lonely little Negro boy whose parents are too busy with his brother and sister to realize his need for companionship. No one notices him until he bursts into tears. Only then does his mother find a job that is just right for him. (Social, Emotional)

Grades: K-2

83. Showers, Paul. Your Skin and Mine, New York, Thomas Y. Crowell, Co., 1965.
This book explains what skin is and how it protects you, what happens when you skin your knee or cut your finger, how your skin keeps you cool, and how it helps you feel things. It explains melanin, which gives color to skin, and describes the dermis and epidermis, fingernails and toenails. (Physical)

Grades: 2-3 Likenesses and Differences

84. Skorpen, Leisel Moak. That Mean Man, Harper, 1968.
Story of an entirely mean man who raised a mean family.

Behavior is Caused

85. Slobodkin, Louis. One Is Good But Two Are Better, Vanguard, 1956.
There are many things a child can play alone: Pulling a wagon, playing "Make-believe", and swinging. But these things are all more fun when expanded to include several children. Toward the end of the book, the author describes activities that require more than one child. (Social)

Grades: K-1

86. Steiner, Charlotte. A Friend Is Amie.
Two girls communicate in spite of language barrier.

Likenesses and Differences

87. Steptoe, John. Stevie, Harper and Row, 1969.
Robert, an only child, tells the story of Stevie, who comes to stay at his house because both parents are working. Stevie is a pest. After Stevie goes and the house is still, Robert remembers the games they played and the way Stevie looked at him. (Social)

Grades: 1-4 Family

88. Stover, Jo Ann, If Everybody Did, McKay, 1960.
A delightful approach to what the world would be like if everyone slammed doors and yelled whenever they felt like it. (Social)

Grades: K-2

89. Sullivan, Peggy. Many Names for Eileen, Chicago, Follett, 1969.
Eileen wanted to be called by her real name rather than by her many nicknames until her mother explained that "The child who is loved has many names." (Emotional)

Grades: 2-3,
possibly 1
Likenesses and Differences
Uniqueness of Individual (best)

90. Taylor, Sydney. All of a Kind Family, Follett, 1951.
This is the story of a Jewish family, consisting of five little girls and their kind, understanding parents who, with little money, were living in New York's lower East Side before World War I. The Jewish holiday celebrations are particularly well described. (Social)

Grades: 3

91. Udry, Janice May. Let's Be Enemies, Eau Claire, Wisconsin, Hale and Co., 1966.
John and James were friends. However, they became enemies when John felt that James wanted to be "boss." This continues until a common interest makes them forget their quarrel and they become friends again. (Emotional, Social)

Grades: K-1

92. Waber, Bernard. You Look Ridiculous Said the Rhinoceros To the Hippopotamus, Houghton, 1966.
The story of a hippopotamus who was not pleased with the way she looked. Finally she dreamed that she got all the parts of the other animals that she thought she wanted and decided she really would rather be herself.

Grades: K-2 Likenesses and Differences
Uniqueness of Individual

93. Will and Nicolas. Finders Keepers, Harcourt, 1951.
Two dogs, Nap and Winkle, dig up a bone. Each thinks it should be his; Nap saw it first; Winkle touched it first. They ask a farmer, goat, and barber whose bone it should be. When they ask a big dog, and he takes it away from them, they have to fight together to get it back. The outcome: they chew the bone together. (Intellectual; Social)

Grades: K-2 Sharing, Cooperation

94. Will and Nicolas. Four-Leaf Clover, Harcourt, Brace and World, 1959.
Peter and Mark, idly sitting on a fence at the beginning of summer, decide to look for a four-leaf clover to bring them luck. They are chased by a bull, ride a runaway horse, roll through town in a barrel, and are sent

flying through the air by a goat, only to land safely back on the fence where they can quietly admire their four-leaf clover and feel very lucky. (Emotional)

Grades: K-3

95. Wojciechowska, Maia. Hey, What's Wrong With This One?, Harper, 1969.
This is the story of a little boy and all the trouble he gets into trying to help his father find a new mother for the family.

Grades: 3-4 Family

96. Wright, Dare. Edith and Mr. Bear, Random House, 1964.
Edith, the doll, and Little Bear, her friend, lived with Mr. Bear. When Edith broke Mr. Bear's clock but told him she didn't, she was so unhappy with herself, and so mean to Little Bear, that she ran away. Discovering that this was no solution to her problem, Edith returned home to tell Mr. Bear the truth. Although Edith continued to get into trouble from time to time, she never lied again. (Social)

Grades: K-3

97. Yashima, Taro. Crow Boy, The Viking Press, 1955.
"Chibi", or "Tiny Boy", was a shy Japanese boy, ignored, teased, and labeled stupid by his classmates for six years. Almost too late, the kind, friendly new teacher discovered things about Chibi that no one else had bothered to learn--he knew much about nature and could draw. But best of all were his imitations of crows, so good that they won him admiration from everyone and a new and loved name, "Crow Boy."

Grades: 1-3 Likenesses and Differences
Acceptance of Others, Obj. 5

98. Yashimo, Taro. Umbrella, Viking, 1958.
Momo is a little girl who is given an umbrella and a pair of red rubber boots for her third birthday. But it is Indian summer and the weather is dry. Eventually she rejoices when the rain comes and she can at last use her boots and umbrella. (Emotional)

Grades: K-1

99. Zolotow, Charlotte. Big Brother, Harper and Row, 1960.
This story treats humorously the relationship between a teasing big brother and his little sister.

Grades: K-2 Family Group
Snap Judgment

100. Zolotow, Charlotte. Big Sister and Little Sister, Harper and Row, 1966.
Big Sister always took good care of Little Sister. One day Little Sister, rebelling against too many orders, ran away and hid. When she sees her older sister crying because she can't find her, Little Sister comforts her. From then on they take care of each other.

Grades: K-3 Cooperation, Sharing
Family

101. Zolotow, Charlotte. If It Weren't for You, Harper, 1966.
A child tells all the things he resents having to share with his brother.

Grades: K-1 Jealousy

102. Zolotow, Charlotte. My Friend John, Harper, 1969.
A sensitive story about two friends who love and accept one another for all of what the other is.

Grades. K-3 Love
Acceptance of Self and Others

# RESOURCES FOR INSERVICE TRAINING COURSES

## I. Human Relations

A. Effectiveness Training Associates
110 S. Euclid Ave., Pasadena, Cal. 91101
Regional Associate: Dr. Mark Weiss, Educational Design
Consultants, Inc., 806 Florence St., Columbia, S. C. 29201.
Ph. (803) 765-2081

Content of Course: 3 basic modules, Parent Effectiveness Training. All 3 train participants by means of practice exercises in the development of interpersonal communication skills that have universal applicability, and in problem-solving methods that are neither authoritarian nor permissive but allow each person's unique needs to be considered.

Resource: Persons Within the Atlanta Public Schools:
Roxilu Bohrer, Licensed Instructor
Betty Mapp, Participated in 1-week course

B. Self-Enhancing Education
1957 Pruneridge Ave., Santa Clara, Cal. 95059
(Mrs. Norma Randolph and associates)

Content of Course: Focuses on improving interpersonal relationships and increasing motivation by involving students in setting their own limits for behavior, working out their own goals for study, and self-evaluation. Teaches by role playing and exercises the use of the communication skills of reflective listening and congruent sending as a part of a problem-solving process. Includes practice in dealing with anger and confrontation.

Resource: Persons in the Atlanta Public Schools:
Frank Albrecht
Heather Albrecht
Roxilu Bohrer
Fred Bohrer
Elizabeth Brown
Helen Hill
Dr. Lucille Jordan
Betty Mapp

Frances McCommon
Donna Sellen
Emily Stinson
Esther Wilcox

II. Resources to help schools in working with parents.

A. Home-School-Community Parents Guide (to be published summer of 1973).

B. Parents and Teachers Together (Filmstrips, leaflets, workshop guides).
Kit for planning Parent Involvement Workshop, from: American Education Week, P.O. Box 327, Hyattsville, Md. 20781. Leaflet #051-02208, Get Involved In Your Child's School encourages parents to volunteer their help. (Betsy Guyton, Coordinator of Volunteers, has kit.)

C. Parents As Resource. PAR Project, 464 Central Ave., Northfield, Ill. 60093. Conducts leadership training to develop neighborhood residents as leaders in helping other parents and non-professionals to work with young children in an educational way. Conducts 1 or 2 day seminars for teaching workshop methods to staff members of schools, child care agencies, etc. (Cost: $150 per day for 2 trainers, plus transportation and per diem). Publishes 2 illustrated booklets, Recipes for Fun*, and More Recipes for Fun*, and a booklet of Workshop Procedures.

D. Ypsilanti Home and School Handbooks:
Helping your Child To Learn.[1] The Nurturance Approach,[2] The Learning Through Play Approach,[3] The Reinforcement Approach by Glorianne Wittes and Norma Radin. Dimensions Publishing Co., Box 4221, San Rafael, Cal. 94903. $4.85 set of 3. Designed for use in parent group discussions. Directed to the middle class parent.

E. The Home and School Institute

Dorothy Rich, Director
Box 4847 Cleveland Park
Washington, D.C. 20008 Ph. (202) 362-9066
Aids teachers in developing a partnership with parents to help parents to teach their own children. The basic

*Also available in Spanish.

idea is to encourage parent accountability in education, not to duplicate the schools, but to supplement them.

F. Paperback book for parents. Partners In Urban Education:* Getting It Together At Home, by Barbara Thompson Howell, 1972, Silver Burdett, General Learning Corporation. A handbook for inner-city parents. Contents: Your child and his home; your child and his school; your child and his community; you and your child; Learning materials to keep at home. Illustrations are of black people.

G. Teaching Parents Teaching, a programmed book to help teachers learn more effective ways of teaching parents how to aid in their children's learning experiences. By David W. Chamtagne and Richard M. Goldman, Appleton, Century-Meredith Crofts Corporation, New York, 1972.

H. Filmstrips and leaflets, How To Listen To Your Child, and How To Get Your Child To Listen To You. Pamphlet stock No. 051-02168, Filmstrip stock No. 058-02178. Order from American Education Week, P.O. Box 327, Hyattsville, Maryland 20781.

I. Film, B/W, 30 minutes. Very Good, Bobby. Shows psychologist John Wright and others demonstrating the use of reinforcement as they show black mothers how to encourage language development in their young pre-school children. Home-School-Community Project has film.

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*Also available in Spanish.

# APPENDIX C

# LIST OF UNITS IDENTIFIED FOR INITIAL CURRICULUM

Introduction

Likenesses and Differences

Uniqueness of Individual

Needs

Senses

Learning

Reality, Fantasy, Daydreaming

Problem Solving

Feelings

Competencies and Limitations

Choices and Consequences

Acceptance of Self

Independence

Goals and Purposeful Behavior

Change

Social Behavior Is Caused

Cooperation, Sharing, Helping

Scapegoating

Stealing

Lying

Fighting and Agressive Behavior

Snap Judgment

Tattling

Listening

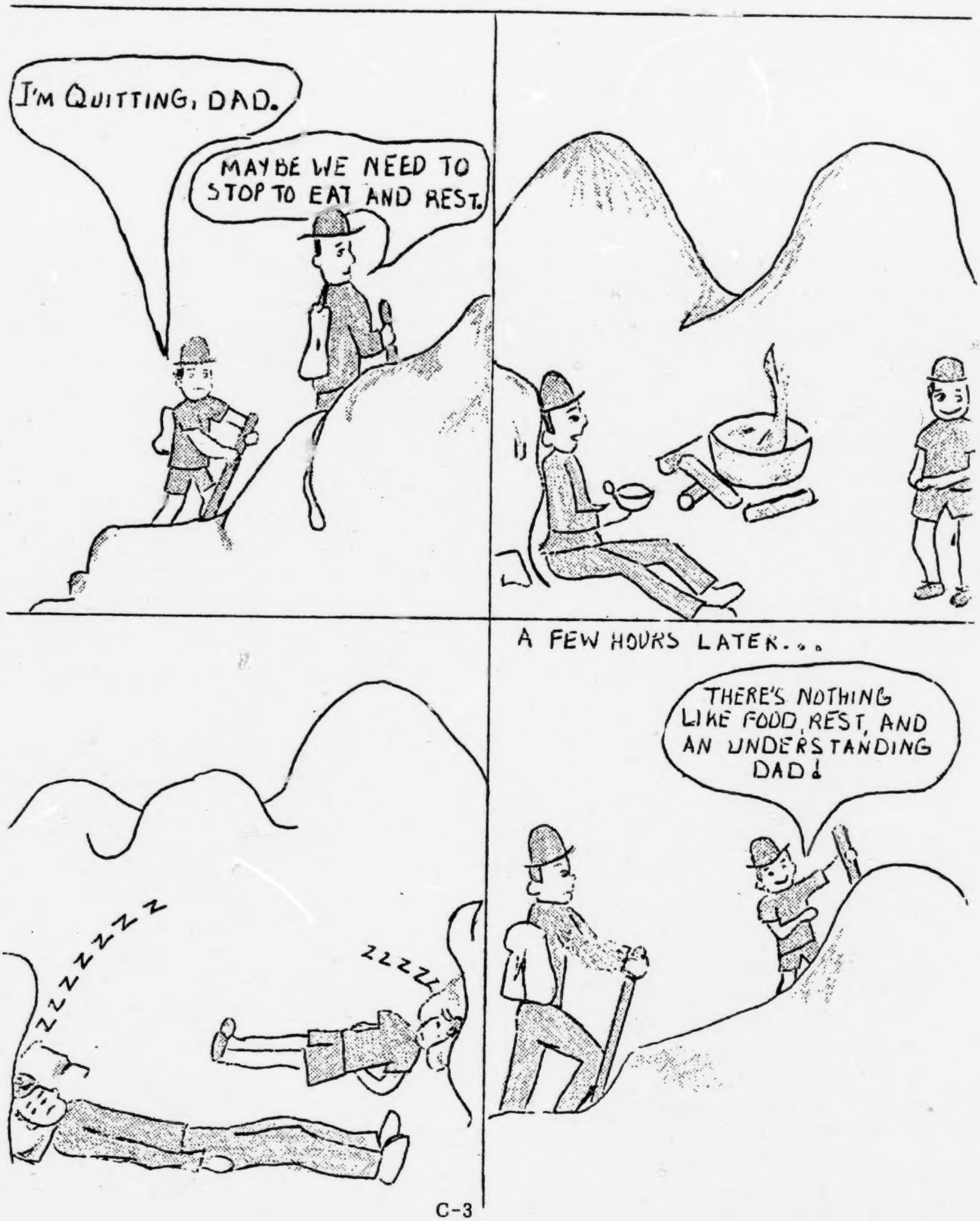
Viewpoints

Groups

The Family Group

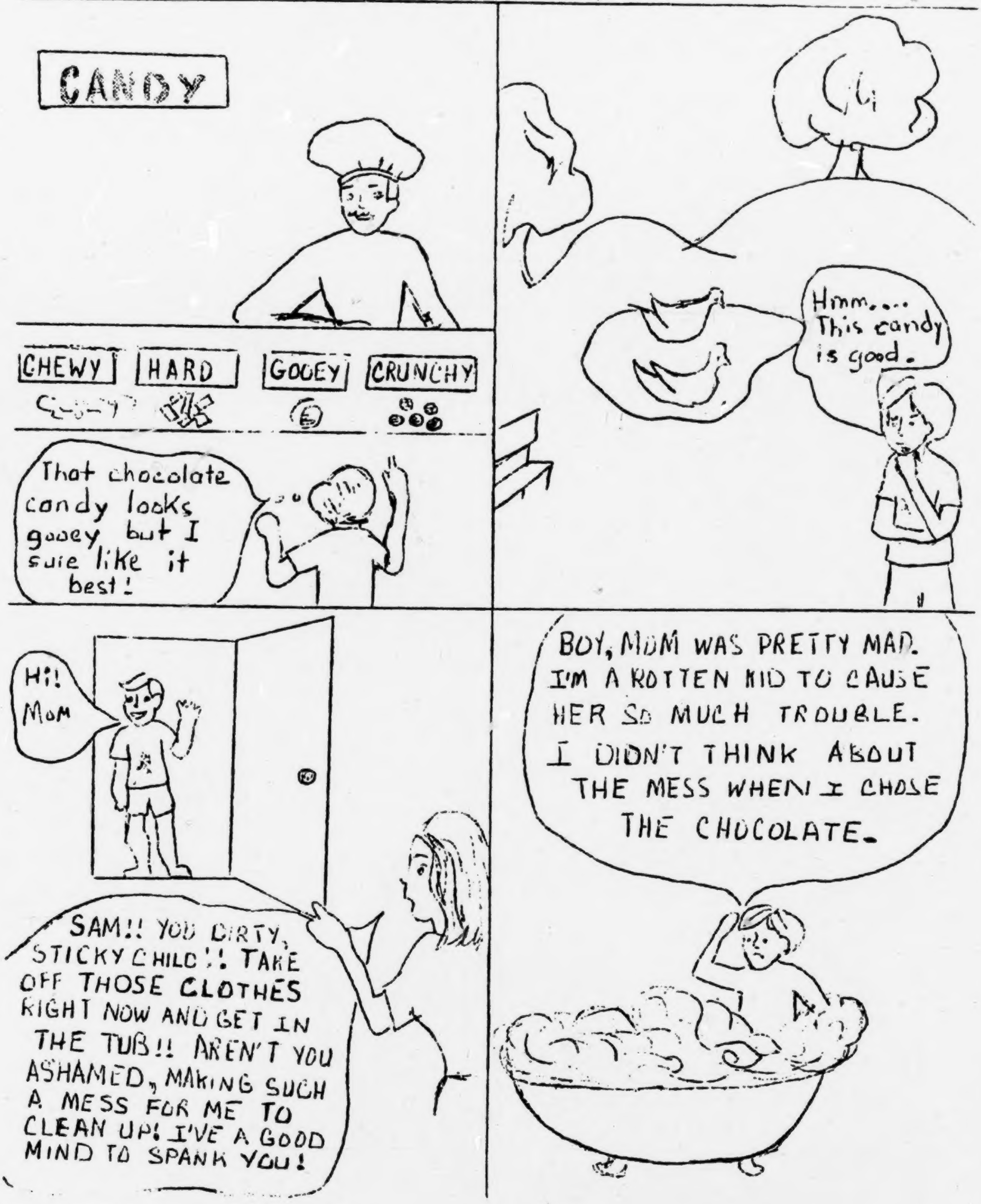
Expectations

# NEEDS


I'M QUITTING, DAD.
MAYBE WE NEED TO STOP TO EAT AND REST.
ZZZZZZZZ
ZZZZZ
A FEW HOURS LATER...
THERE'S NOTHING LIKE FOOD, REST, AND AN UNDERSTANDING DAD!

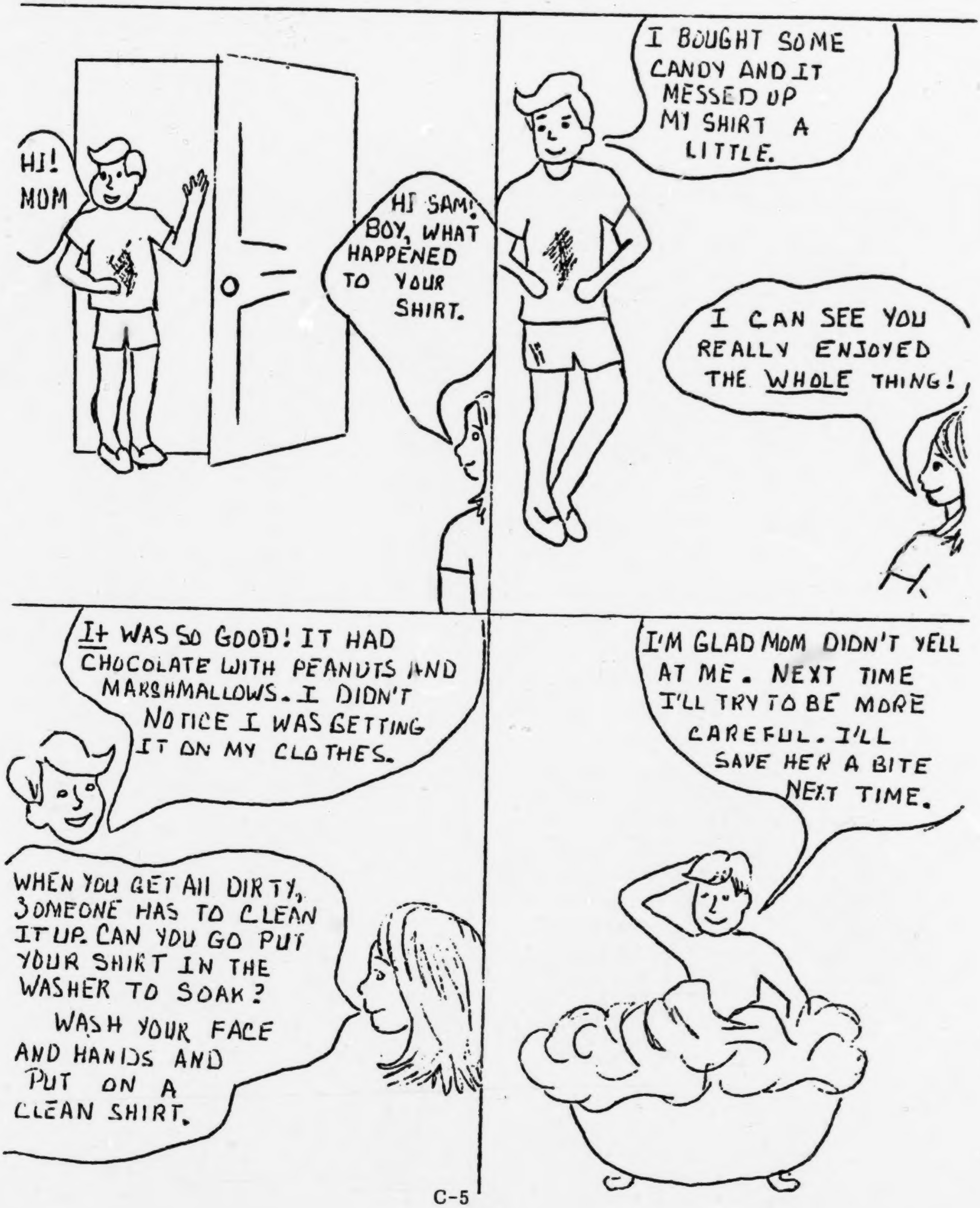
# CHOICES AND CONSEQUENCES

(Less Effective Response)


CANDY
CHEWY
HARD
GOOEY
CRUNCHY
That chocolate candy looks gooey but I sure like it best!
Hmm.... This candy is good.
Hi! Mom
SAM!! YOU DIRTY, STICKY CHILD!! TAKE OFF THOSE CLOTHES RIGHT NOW AND GET IN THE TUB!! AREN'T YOU ASHAMED, MAKING SUCH A MESS FOR ME TO CLEAN UP! I'VE A GOOD MIND TO SPANK YOU!
BOY, MOM WAS PRETTY MAD. I'M A ROTTEN KID TO CAUSE HER SO MUCH TROUBLE. I DIDN'T THINK ABOUT THE MESS WHEN I CHOSE THE CHOCOLATE.

# CHOICES AND CONSEQUENCES

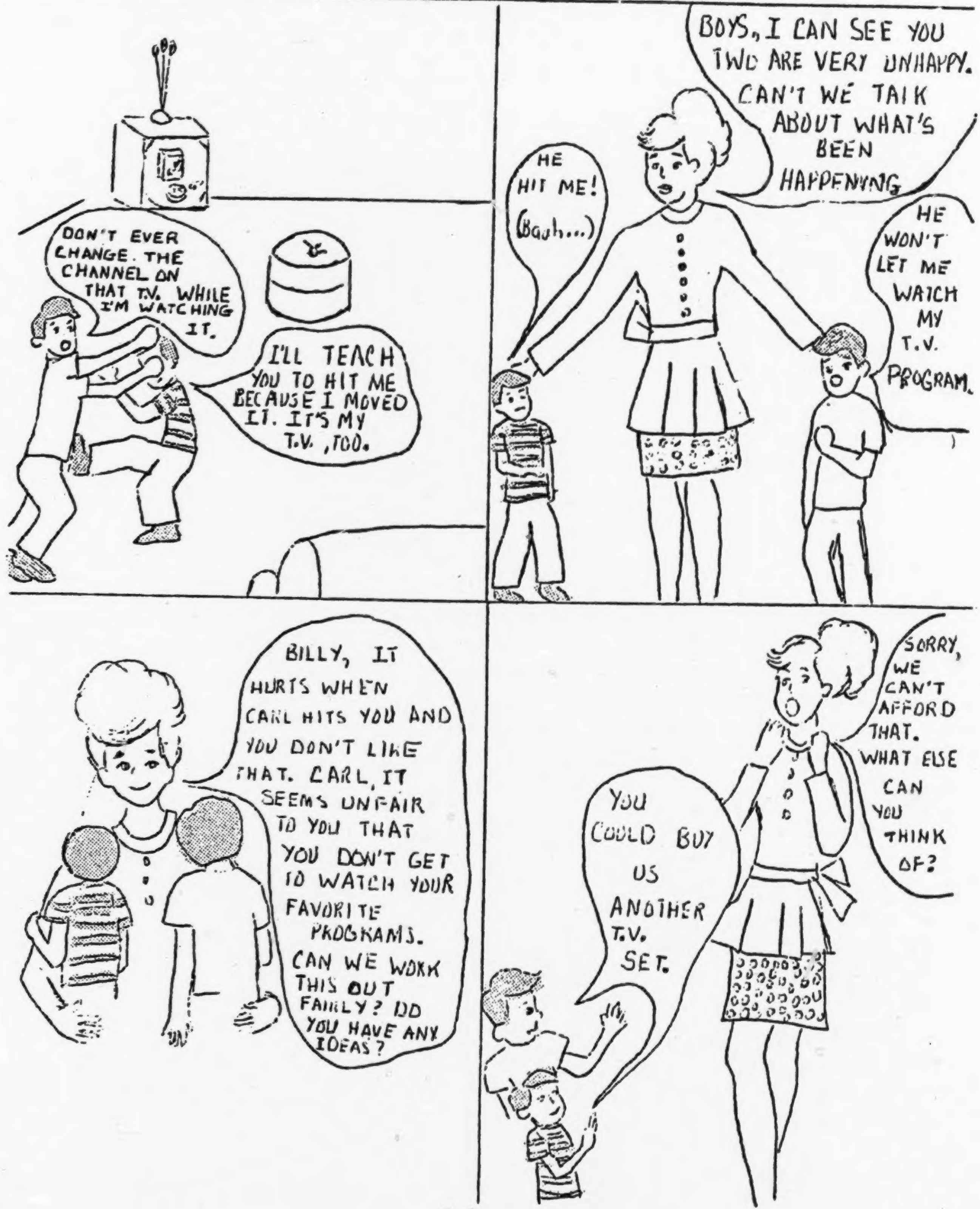
(More Effective Resoonse)



HI! MOM
HI SAM! BOY, WHAT HAPPENED TO YOUR SHIRT.
I BOUGHT SOME CANDY AND IT MESSED UP MY SHIRT A LITTLE.
I CAN SEE YOU REALLY ENJOYED THE WHOLE THING!
It WAS SO GOOD! IT HAD CHOCOLATE WITH PEANUTS AND MARSHMALLOWS. I DIDN'T NOTICE I WAS GETTING IT ON MY CLOTHES.
WHEN YOU GET All DIRTY, SOMEONE HAS TO CLEAN IT UP. CAN YOU GO PUT YOUR SHIRT IN THE WASHER TO SOAK? WASH YOUR FACE AND HANDS AND PUT ON A CLEAN SHIRT.
I'M GLAD MOM DIDN'T YELL AT ME. NEXT TIME I'LL TRY TO BE MORE CAREFUL. I'LL SAVE HER A BITE NEXT TIME.

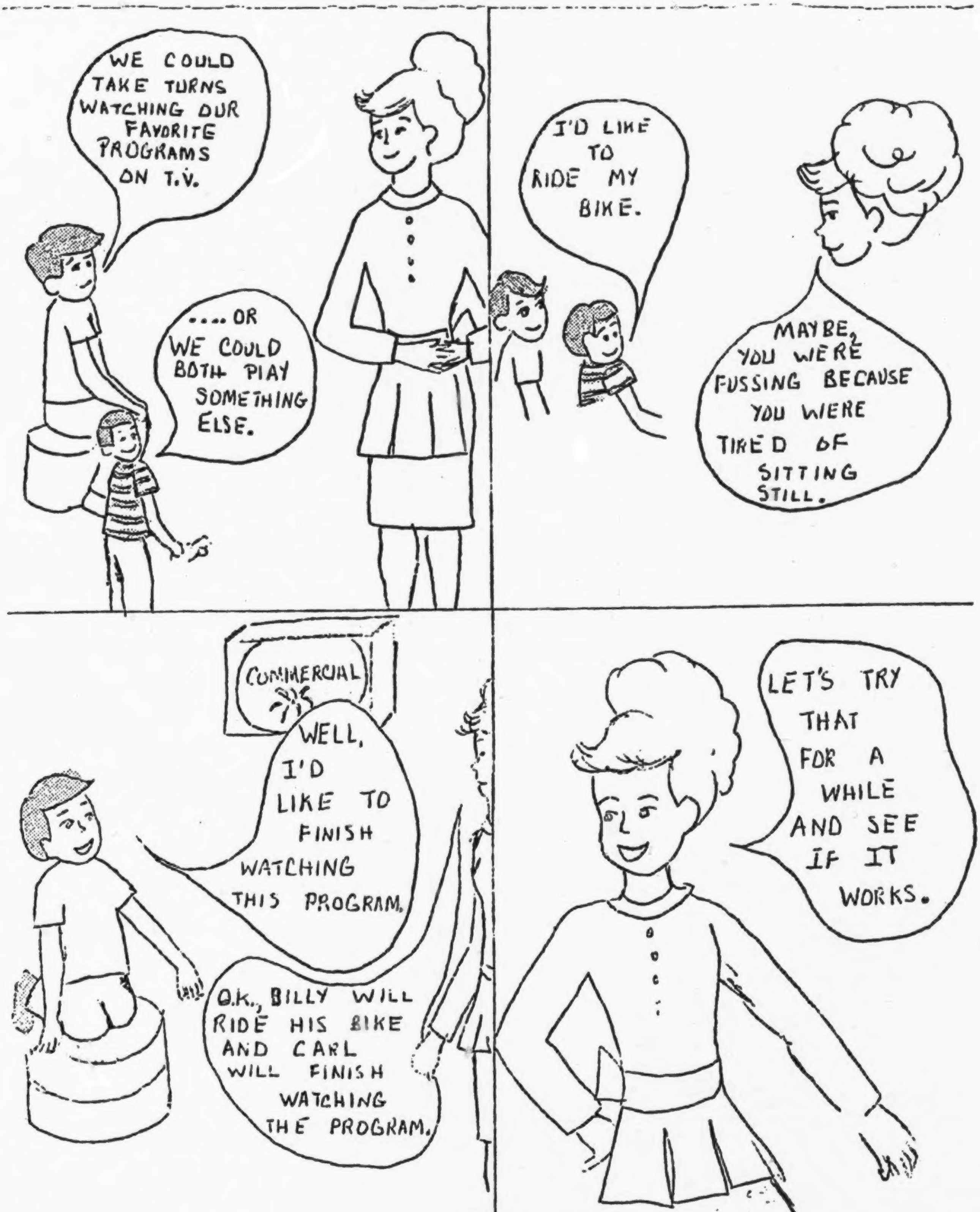
# COPING WITH ANGER

(More Effective Response)


DON'T EVER CHANGE THE CHANNEL ON THAT T.V. WHILE I'M WATCHING IT.
I'LL TEACH YOU TO HIT ME BECAUSE I MOVED IT. IT'S MY T.V., TOO.
BOYS, I CAN SEE YOU TWO ARE VERY UNHAPPY. CAN'T WE TALK ABOUT WHAT'S BEEN HAPPENING
HE HIT ME! (Baah...)
HE WON'T LET ME WATCH MY T.V. PROGRAM.
BILLY, IT HURTS WHEN CARL HITS YOU AND YOU DON'T LIKE THAT. CARL, IT SEEMS UNFAIR TO YOU THAT YOU DON'T GET TO WATCH YOUR FAVORITE PROGRAMS. CAN WE WORK THIS OUT FAIRLY? DO YOU HAVE ANY IDEAS?
YOU COULD BUY US ANOTHER T.V. SET.
SORRY, WE CAN'T AFFORD THAT. WHAT ELSE CAN YOU THINK OF?

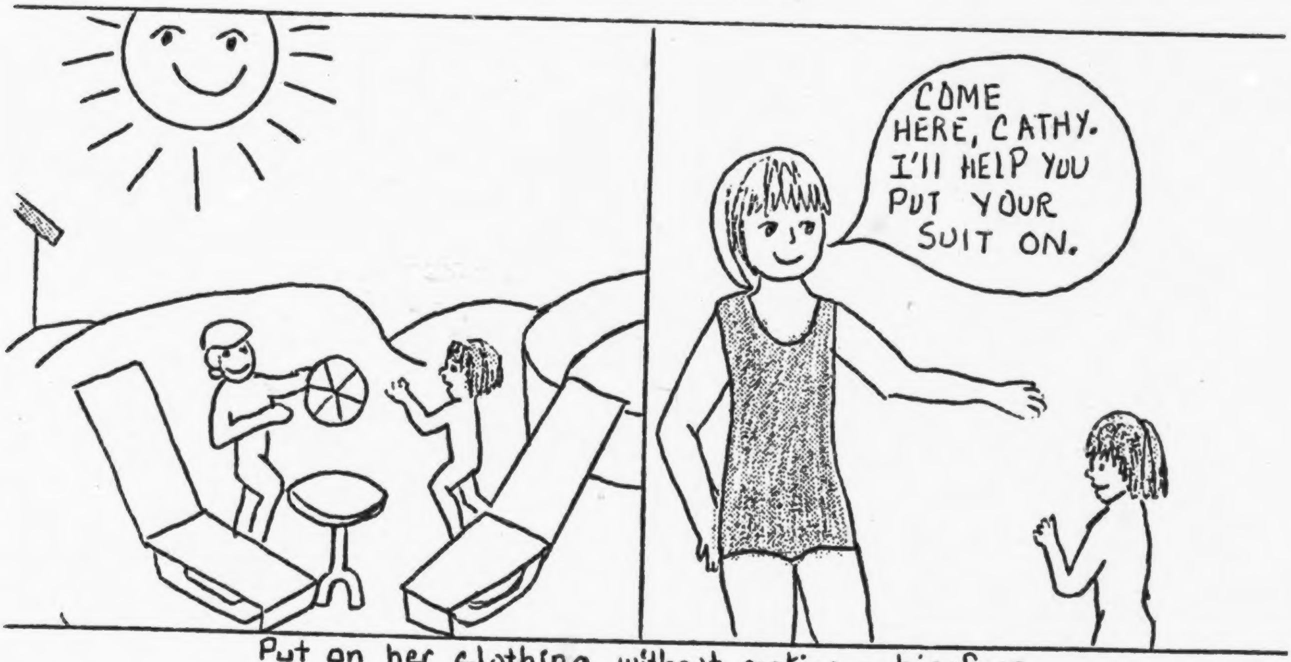
# COPING WITH ANGER

continued.... (More Effective Response)


WE COULD TAKE TURNS WATCHING OUR FAVORITE PROGRAMS ON T.V.
....OR WE COULD BOTH PLAY SOMETHING ELSE.
I'D LIKE TO RIDE MY BIKE.
MAYBE, YOU WERE FUSSING BECAUSE YOU WERE TIRED OF SITTING STILL.
COMMERCIAL
WELL, I'D LIKE TO FINISH WATCHING THIS PROGRAM.
O.K., BILLY WILL RIDE HIS BIKE AND CARL WILL FINISH WATCHING THE PROGRAM.
LET'S TRY THAT FOR A WHILE AND SEE IF IT WORKS.

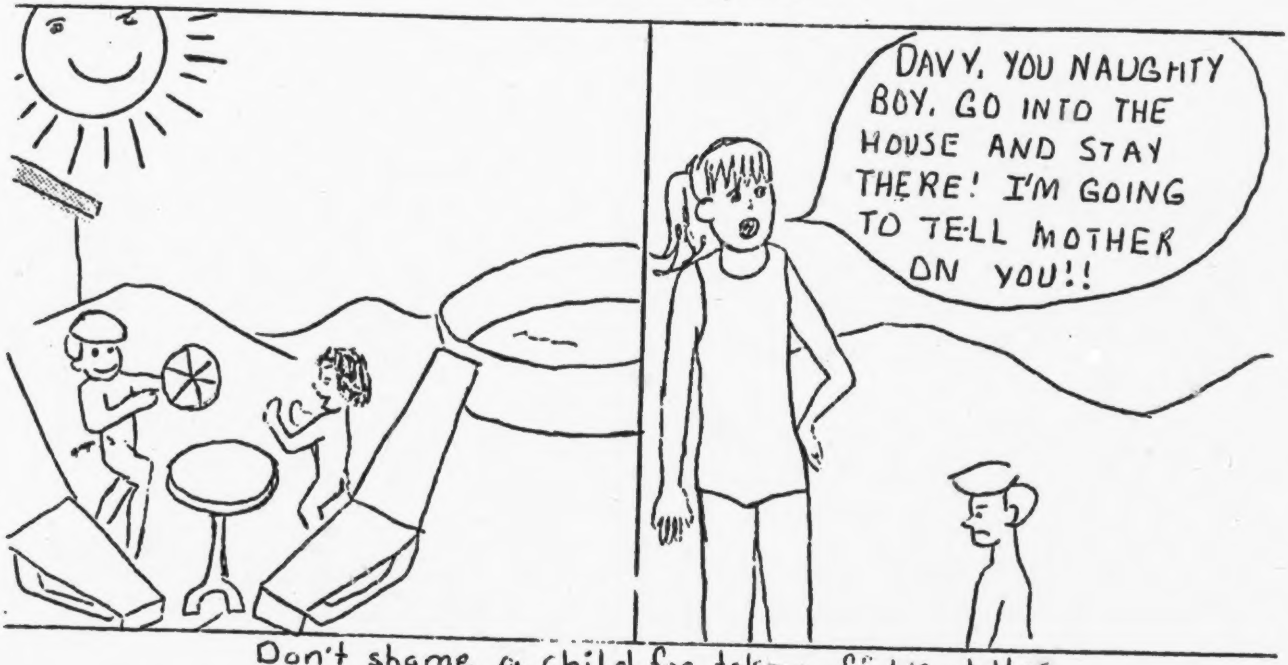
# I. HANDLING DAILY PROBLEMS IN WAYS THAT BUILD SELF-ESTEEM.

(More Effective Response)


COME HERE, CATHY. I'll HELP YOU PUT YOUR SUIT ON.

Put on her clothing without making a big fuss.

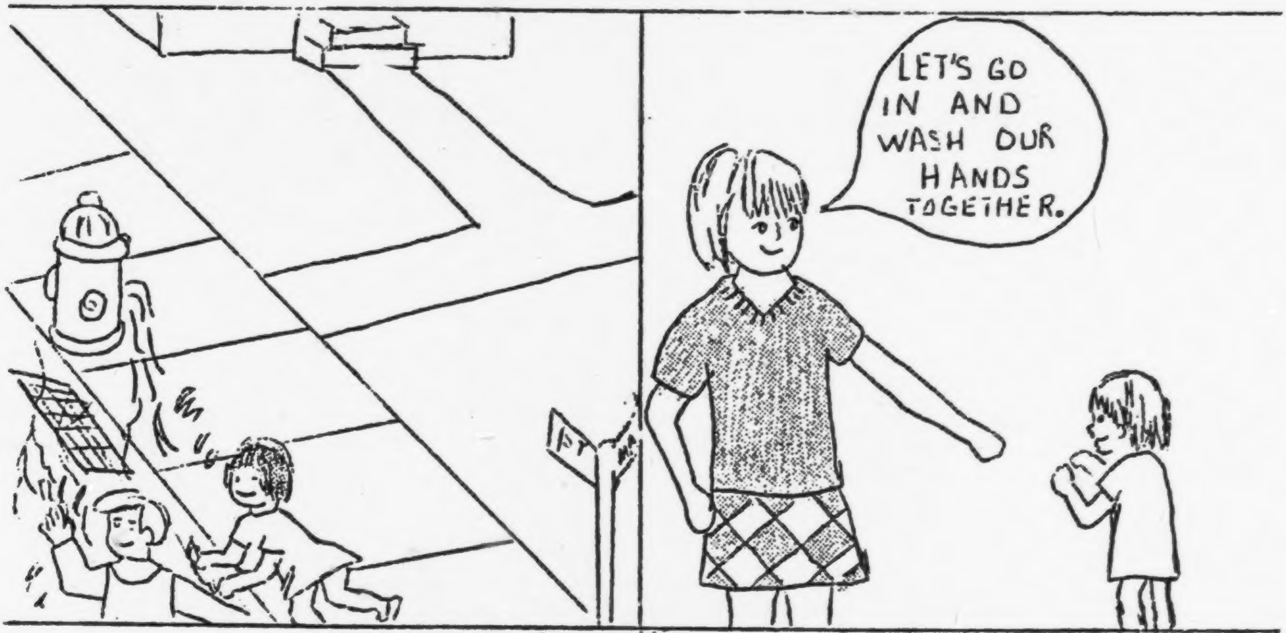
(Less Effective Response)


DAVY, YOU NAUGHTY BOY. GO INTO THE HOUSE AND STAY THERE! I'M GOING TO TELL MOTHER ON YOU!!

Don't shame a child for taking off his clothes.

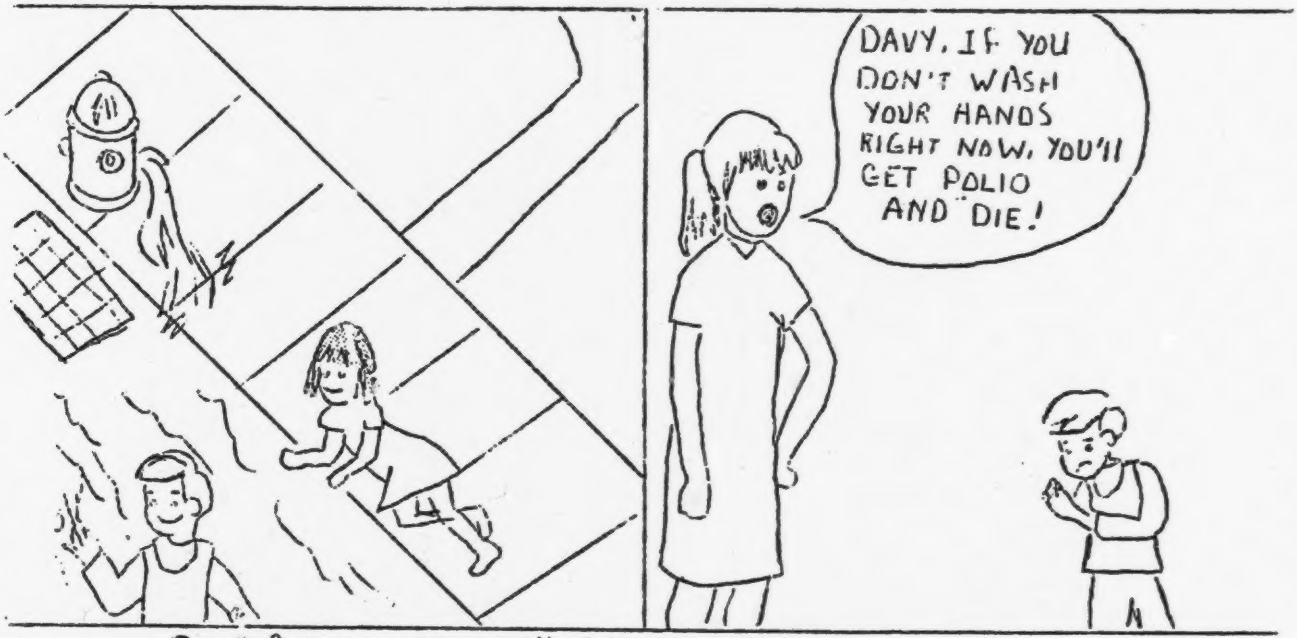
# 2. HANDLING DAILY PROBLEMS IN WAYS THAT BUILD SELF-ESTEEM.

(More Effective Response)


LET'S GO IN AND WASH OUR HANDS TOGETHER.

Help the child by doing things with him.

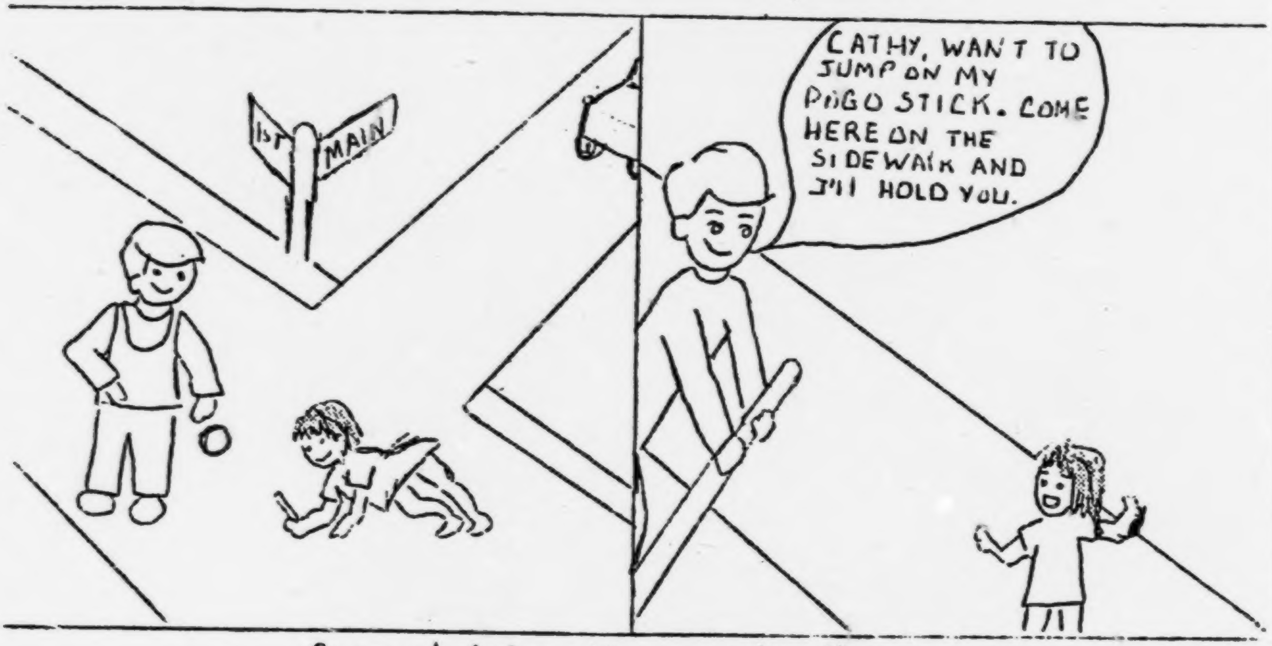
(Less Effective Response)


DAVY, IF YOU DON'T WASH YOUR HANDS RIGHT NOW, YOU'll GET POLIO AND DIE!

Don't frighten him with terrible things that might happen.

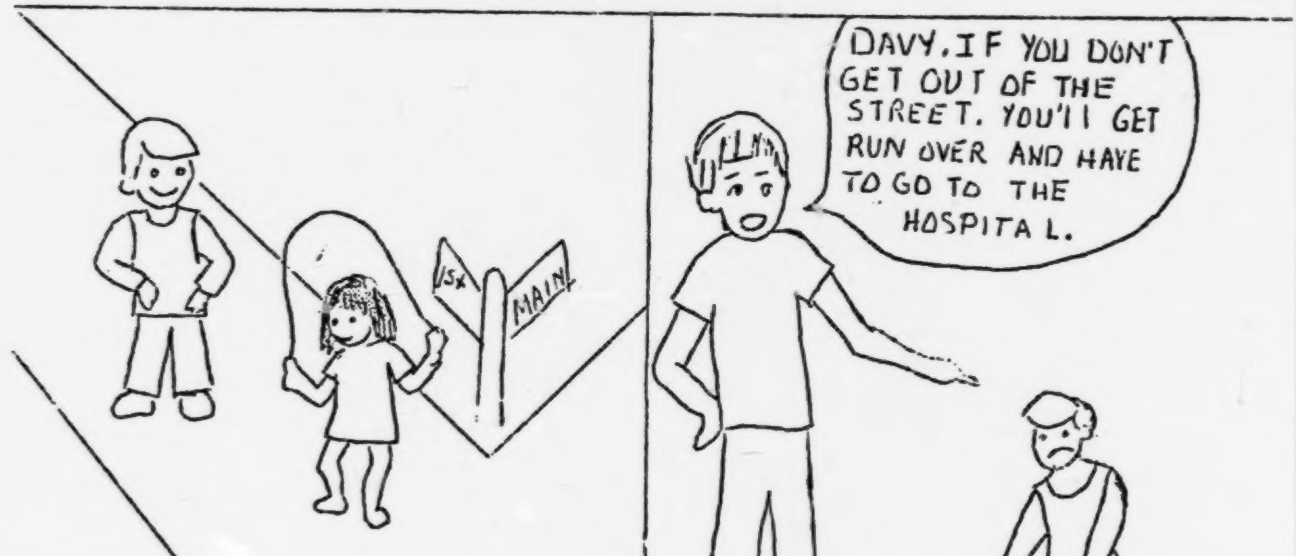
# 3. HANDLING DAILY PROBLEMS IN WAYS THAT BUILD SELF-ESTEEM

(More Effective Response)


1ST
MAIN
CATHY, WANT TO JUMP ON MY POGO STICK. COME HERE ON THE SIDEWALK AND I'LL HOLD YOU.

Suggest interesting activities that are safe.

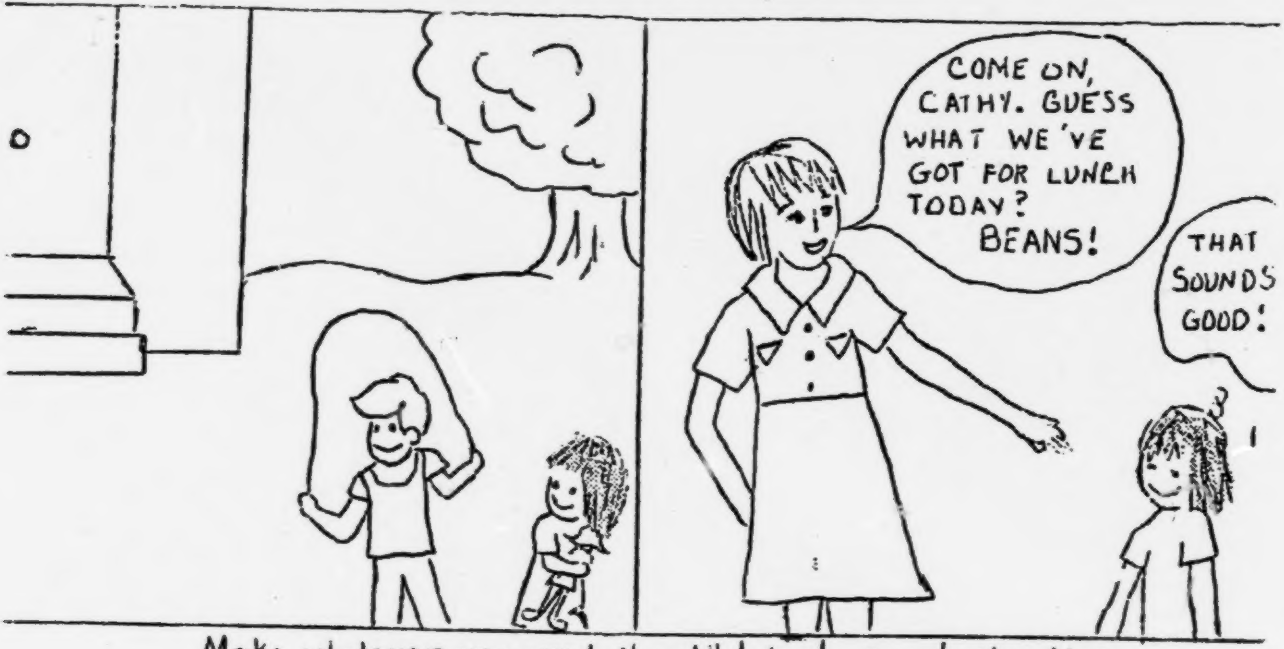
(Less Effective Response)


1ST
MAIN
DAVY, IF YOU DON'T GET OUT OF THE STREET. YOU'LL GET RUN OVER AND HAVE TO GO TO THE HOSPITAL.

Don't threaten the child.

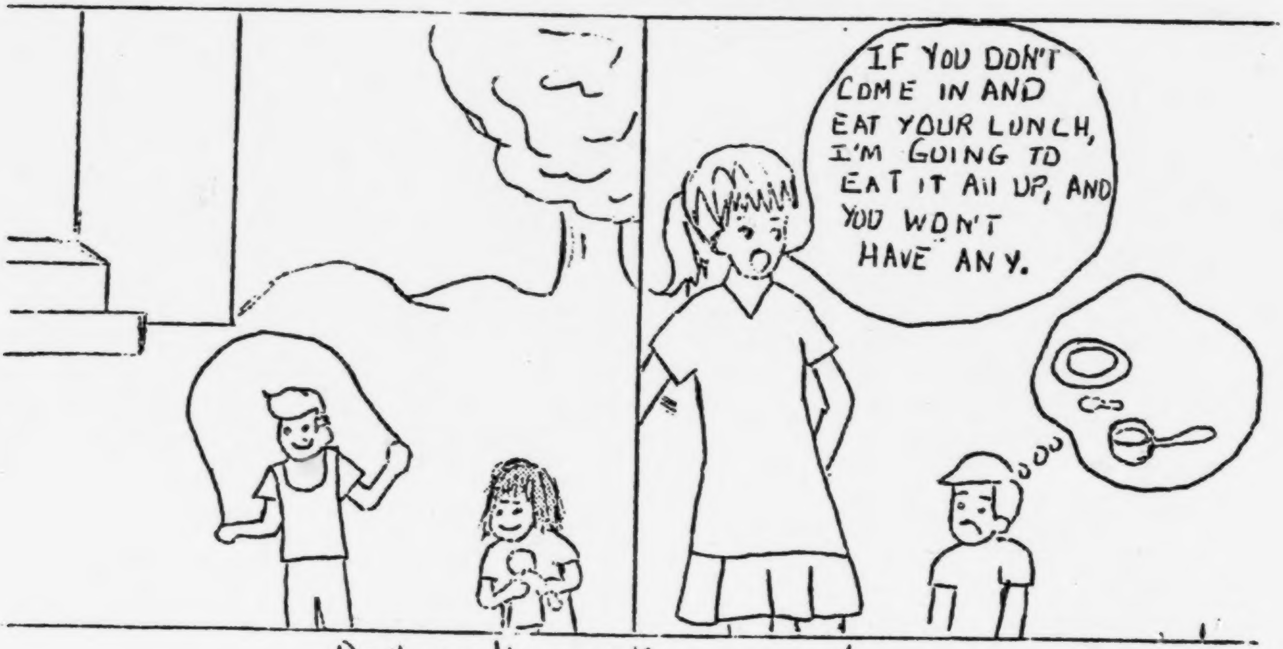
# 4. HANDLING DAILY PROBLEMS IN WAYS THAT BUILD SELF-ESTEEM

(More Effective Response)


COME ON, CATHY. GUESS WHAT WE'VE GOT FOR LUNCH TODAY? BEANS!
THAT SOUNDS GOOD!

Make whatever you want the child to do sound attractive.

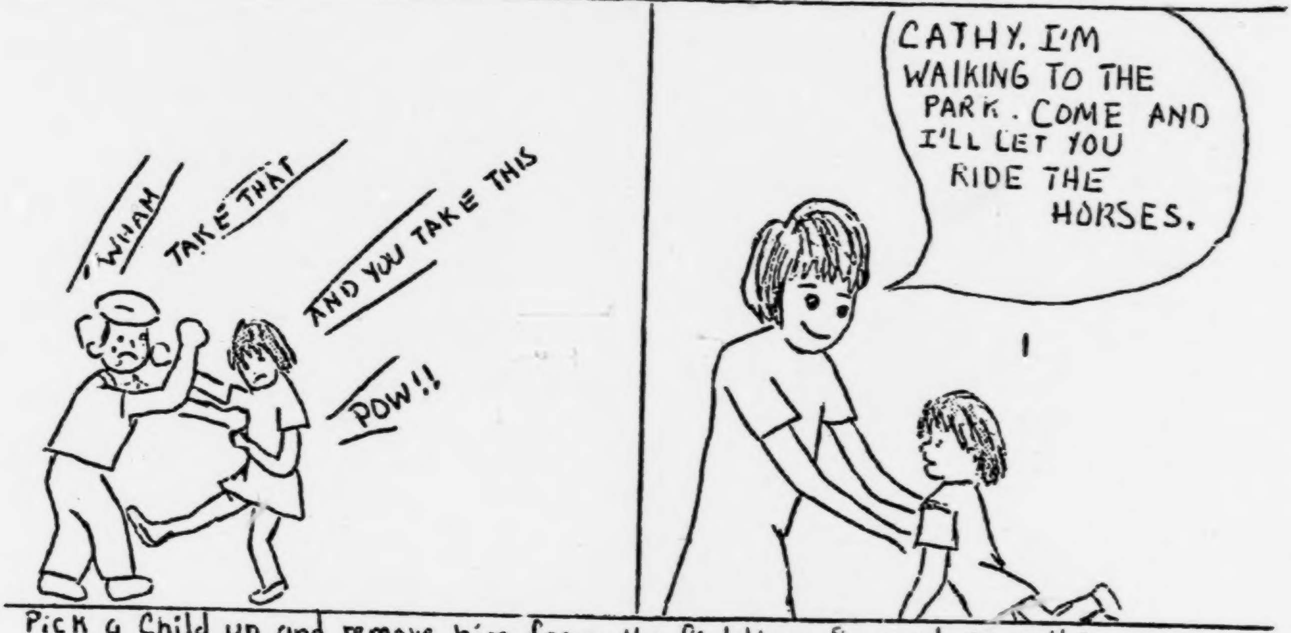
(Less Effective Response)


IF YOU DON'T COME IN AND EAT YOUR LUNCH, I'M GOING TO EAT IT All UP, AND YOU WON'T HAVE ANY.

Don't use the negative approach.

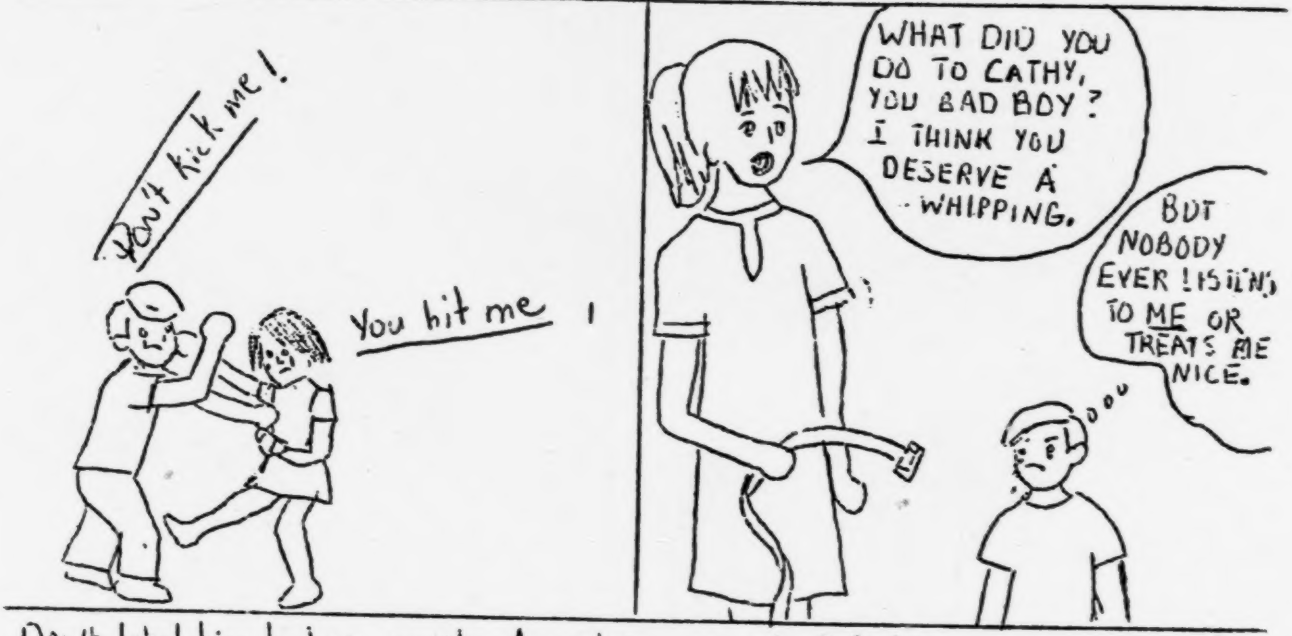
# 5. HANDLING DAILY PROBLEMS IN WAYS THAT BUILD SELF-ESTEEM.

(More Effective Response)


WHAM
TAKE THAT
AND YOU TAKE THIS
POW!!
CATHY. I'M WALKING TO THE PARK. COME AND I'LL LET YOU RIDE THE HORSES.

Pick a Child up and remove him from the fighting. Suggest something pleasant to do.

(Less Effective Response)


Don't kick me!
You hit me
WHAT DID YOU DO TO CATHY, YOU BAD BOY? I THINK YOU DESERVE A WHIPPING.
BUT NOBODY EVER LISTENS TO ME OR TREATS ME NICE.

Don't label him bad or punish. A certain amount of fighting is normal for small children.

# CLASSROOM CURRICULUM

# HOME-SCHOOL-COMMUNITY SYSTEMS FOR CHILD DEVELOPMENT

# ATLANTA PUBLIC SCHOOLS

## INTRODUCTION

The primary aim of the Home-School-Community Systems for Child Development project is to develop a curriculum package which can be replicated to prevent behavioral disorders that are learned. The curriculum is interwoven with the total elementary curriculum of the Atlanta Public Schools. It is based on concepts from Psychology, Sociology, and Anthropology.

More specific objectives are:

To substitute effective for ineffective behavior.

To improve the child's self-concept and with it his ability to function happily nd well.

To inprove interpersonal relationships among children, parents, and teachers by developing new communication skills.

To help children, teachers, and parents develop skill in activating a problem-solving process.

To understand the relationship between feelings and behavior.

To involve children in decisions about their own behavior and learning, thus helping them to act responsibly.

To teach children to give accurate feedback as to their feelings and learning process, so that parents and teachers can help them more effectively.

To help teachers and parents function more effectively as facilitators of learning.

It is not: a panacea; sensitivity training; giving children lots of love and attention; a treatment process for children with behavior disorders; a preventive for disorders of a physical or chemical nature.

## GUIDELINES FOR IMPLEMENTATION

Before beginning to use this curriculum in the classroom, it is essential that teachers participate in the workshop which is a part of the complete package. This workshop is designed especially to:

1. Introduce and develop these communication skills: Reflective Listening when the other person has a problem or concern; sending a good I-message when one's own needs are not being met or when confronted with unacceptable behavior; problem solving by using these two skills combined.
2. Familiarize teachers with the content of the curriculum and materials.
3. Help teachers learn a process which can be used to help children be in charge of their own behavior.
4. Help children gain a sense of achievement in a variety of areas that will help individualize instruction and still provide for a feeling of group membership.
5. Prepare teachers to work effectively with parents so that the curriculum concepts introduced at school can be reinforced at home.

It is also essential that principals acquire a working knowledge of these communication skills, as they will be dealing with teachers, parents, and children in this same facilitative way. It is most helpful if area resource persons and top administrative staff also experience these communication skills so that they can offer support and function as facilitators in the implementation process.

Follow-up is essential throughout the year. Regularly scheduled meetings, weekly if possible, should be held to work out common problems and to plan inter-class and inter-school visitation by teachers and parents.

In addition, supplemental refresher training sessions should be offered. At least four days per year should be set aside for this purpose.

## CLIMATE NECESSARY FOR IMPLEMENTATION

In order to develop in children a greater degree of self-direction, self-understanding, and self-awareness, the climate of the home and the school must be such that children are free to try new ways of behaving and relating to one another. Words alone cannot create this climate. Some of it will be communicated non-verbally in the facial expressions, body postures, and tone of voice of teachers, principals, and staff. Likewise, a climate of freedom to innovate must exist for teachers to help them deal creatively and contructively with children. It is necessary for people to feel good about themsleves in order to help others to learn and to feel good about themselves. An element of risk is involved in learning anything. One must be willing to take a chance and to be open to new experiences. A person needs to know that it is okay to make a mistake and that failure is not terrible. How can this climate be created at school and in the home? It helps if parents and school staff have an opportunity to learn new communication skills.

## LISTENING AND RESPONDING TO ENHANCE SELF-ESTEEM

Many authorities today advocate a way of listening and responding to children that most adults have not had an opportunity to learn. Thomas Gordon[1] calls it Active Listening; Norma Randolph[2] calls it Reflective Listening; Haim Ginott[3] calls it Acknowledgment; others call it mirroring feelings. All are based on Carl Rogers' non-directive counseling techniques. All convey the idea that the listener respects and understands the feelings behind the speaker's statements and that he expects the speaker to be able to come to a decision about what to do. To most parents and teachers, long accustomed to telling children what to do, when to do it, how to do it, and how often, this may seem strange. They may even feel that they are abdicating authority and being overly permissive if they are not constantly issuing orders. It takes real effort for parents and teachers to change their habits of responding to children. Those who do learn new ways of responding observe positive changes in children's attitude and behavior as a result. They are aware of changes in their own behavior and attitudes, also.

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[1] Gordon, Parent Effectiveness Training. Wyden, 1970.

[2] Randolph and Howe, Self-Enhancing Education, Sanford Press, 1966.

[3] Ginott, Teacher and Child, Macmillan, 1972.

In order to help parents and teachers internalize these new communication skills, learning opportunities or training sessions need to be set up. In this project we have adapted for our use the training processes of Self-Enhancing Education, Inc., and Effectiveness Training Associates.

## SELF-CONTROL OUR GOAL

Parents and teachers need to work themselves out of a job by gradually getting the child to assume more responsibility for himself. They appeal to children's sense of self-worth by asking, "Do you have the power to be in charge of yourself throughout this activity?" Parents and teachers need to be sure to give children the opportunity to show that they do have the power. This approach helps to produce people who are self-controlled and responsible.

## INVITING CHILDREN TO HELP SET STABLE LIMITS

Children need guidance in setting stable limits to their behavior. An effective way to do this is to invite them to help to co-plan activities and to tell the teacher what type of social behavior is called for in each activity. Allow the children to post cards showing the necessary social skill: for example, Working with a Partner; Working in a Small Group; Working Alone. The teacher can indicate that she expects each child to be able to manage himself.

It is also advisable also to plan for those who have occasional difficulty developing the necessary social skills, and to provide for those who frequently can not cope and, thus, disturb and upset the others. The teacher might say: "Some people have difficulty working with a group of people. Sometimes they need a private office where they can go to work until they get in control of themselves again."

## COPING WITH FEELINGS

Dealing openly and honestly with children's feelings is not easy. Most teachers and parents have had no training for this. They may not feel comfortable about expressing their own feelings openly and honestly. They may feel they should maintain a calm, patient, understanding attitude at all times. The trouble with trying to be calm when you are not feeling that way is that children have an uncanny ability to sense when adults are displeased, angry or bothered, no matter what nice things the adult is saying. Children believe the silent message and decide, "Teacher does not like me," or "I am not OK."

## "I-MESSAGES" EXPRESS TEACHER'S FEELINGS

Children will be helped if the teacher clearly expresses his own needs and feelings, and if he speaks to the situation rather than using a "you-message" to describe the child's character. Some examples are: "I am distressed when I see people tearing books," not "You are destructive." "I dislike it when things are in a mess, because then we cannot find things we need," not "You are so careless--you never put things away." "I am upset when I see children trying to hurt others," not "You are acting like a wild animal." "I need to have it quiet so everyone can hear," not "You are so noisy nobody can hear."

## "YOU-MESSAGES" DAMAGE SELF ESTEEM

To avoid damaging a child's self esteem, and creating resentment, it is best to avoid any sentence that starts with "You are." Even "You are so good," or "You are so polite," while intended as praise, may have a harmful effect. Such statements imply that the teacher is judging the child, and even though this time the judgment is positive next it might not be. The child may wonder, "What is the teacher trying to get me to do?" A good rule is to praise the deed, not the doer: "I like your neat writing." "I like the bright colors in your painting." "I appreciate your working quietly while I had a conference with Mary's mother." "Thank you for helping me straighten the room."

## EXPRESSING FEELINGS IS NOT PERMISSIVENESS

Some people think that letting children express their feelings means allowing them to do anything they please. This is a mistaken idea. Permissiveness is not helpful. Allowing children to express feelings is not being permissive. Children need to be helped to express strong feelings, especially anger, so that they can find ways to cope with these feelings. The teacher can then suggest ways of expressing the feelings that will not hurt others, or she can help the child solve the problem that caused the feelings. For example, if a child hits another, the teacher might say: "I can see you're furious with Paul because he shoved you, but I can't let you hit him. Here in school we're helping you find better ways to settle your differences. Can we talk about it?"

Some people have the idea that expressing anger toward adults is disrespectful and that it should not be permitted. However, it is important that the child be helped to express his feelings in a constructive way so that bottled up anger will not create psychosomatic illnesses or resentment and rebellion toward authority. For example, when a child says "I hate you!" the

Denying a Child's strong emotions or telling him he should not have these feelings is not helpful. Being willing to listen, without judgment, and to reflect his feelings is the most effective way of helping him reach a decision about what he needs to do. This decision he can comfortably act on. The Appendix contains a section on Coping With Children's Behavior which offers positive suggestions for building feelings of self-worth as well as ways of dealing with common classroom problems.

## USING THE CURRICULUM

This curriculum was developed and tested druing the 1971-72 and 1972-73 school years. It contains revisions based on the experience of teachers who used it during these years.

In order to help children internalize the concepts, actual learning experiences or exercises are preferable to stories about other children. An excellent example is the creative teacher, Jane Elliott, who helped her class experience prejudice by telling them one day that blue-eyed children were superior and the next day that brown-eyed children were superior, and then discussing how they felt. This is much more effective than talking about prejudice and what we should or should not do.

Teachers are asked to plan daily learning experiences integrated with regularly taught subjects based on some of the activities suggested. The activities may easily be interwoven throughout the reading, language arts, social science and science activities each day. Not all activities need be used, and they need not be presented in the order listed in the Table of Contents. In addition, the teacher can reinforce the concepts in the units whenever the opportunity arises in the classroom or on the playground.

## CURRICULUM LEVELS

Certain activities are suggested as appropriate for Level I (K through second grade.) Activities which might be a little more difficult are recommended as Level II (third and fourth grade.) At all times the teacher is encouraged to be the judge as to the appropriateness of activities based on her knowledge of individual pupils.

## ASKING FOR PUPIL FEEDBACK

Asking the pupils to evaluate the H-S-C activities as they are completed is helpful. "What did you like about what we just did? What did you not like? How would you change it next time so we could get the main idea better?" Such questions may help them to grasp several ideas: that you are willing to try new things and that you don't expect 100 per cent success every time; that you welcome feedback from them; that their suggestions and ideas are important; that we can think about what we do and plan ways to improve it; that everyone's viewpoint will be heard; that they can evaluate their own learning activities; that you want to know what they really think; that you care how they feel. A good way to end the day and send children home with a feeling of accomplishment is to spend the last few minutes of each day writing what they liked about the day and what they learned. This can be taken home to parents and is good public relations--it provides a positive answer to the perennial question "What did you do in school today?"

## WORKING WITH PARENTS

The central theme of this project is that the home, the school and the community can work together to develop increased feelings of self-worth in children, and that this results in more effective behavior and improved human relationships. Parents want to know what activities and concepts are being taught in the school in order that they may help to reinforce these same ideas at home. Parents also expressed a need for ways to cope with specific behavior problems. A booklet for parents, contains suggestions for dealing with common misbehaviors, and suggests ways they can help their chidren gain a better understanding of the concepts taught at school.

# RECOGNIZING AND ENJOYING LIKENESSES AND DIFFERENCES

People can live together more productively and amicably if children, parents, and teachers learn to recognize and accept differences in people and feel comfortable either being like others or different from others. Being aware of differences in oneself and others can be a source of enjoyment for the individual, or it can be experienced as a threat or a cause for rejection, depending on the way one feels and others react. Differences need not mean disagreement if the attitude exists that it is OK to be different. Letting the other person be the way he is demonstrates respect for him and his point of view.

We form our friendships and associations sometimes on the basis of likenesses and sometimes on the basis of differences. Our differences are a source of strength for us as a nation. Parents and teachers can model respect for and enjoyment of differences.

## Project Objective

A. To recognize and enjoy differences in people.

B. To accept oneself and others as unique in appearance, abilities, likes, dislikes and viewpoints.

C. To understand that all people pass through stages of development and that they differ in every aspect of their development.

## Concepts

A. Each person can grow in his ability to recognize and accept likenesses and differences in others.

B. Each person is a composite of the many sides of his personality, his moods, his viewpoints and activities and can be identified by these.

C. Each person grows at a different rate and passes through many stages of development which are similar to other people in many ways but are also different.

## Behavioral Objectives

A. The learner will name two ways he is like a friend and two ways he is different.

B. (1) The learner will describe likes, dislikes, abilities, appearance, and viewpoints which make him unique as a person. (2) The learner will recognize the worth of each individual as demonstrated by his ability to treat others with respect.

C. The learner will name four stages of development (baby, child, teenager, and adult) and tell how they affect what he can and cannot do.

## Objective I

The learner will name two ways he is like a friend and two ways he is different from a friend.

### Activities

A. Level I

Physical Likenesses and Differences

1. Read and discuss poem "Some Children Are," by Jo Tenjford, in The Study of Anthropology by Pertti Pelto. Draw a picture about the poem. Have children find pictures of as many parts of the poem as they can and make a poster from the picture. Ask children, "How would you feel as a different person?"
2. Discuss physical likenesses and differences, make a list of these and find pictures to illustrate these differences: light skin, dark skin, short, tall, fat, or thin. Ask: "How would it feel to be made fun of because you are fat or thin?" This should be done with caution so that no child's feelings would be hurt.
3. Favor the girls one day and see how the boys feel. Then reverse the situation.
4. DUSO, Problem Situation VIII-D: Mary's New Friend, p. 159.

5. DUSO, Role Playing Activity I-A: The Tree House, p. 31.

6. DUSO, Story, VIII-D: First in Line, p. 159.

7. HB, Level I, Unit I, A Look at Ourselves, pp. 6-23.

8. DUSO, Story I-A: The Red and White Bluebird, p. 30.

9. Read: Poof, Poof, Janet Beattie.

10. Read: I'm Tired of Lions, Zheya Gay.

11. Read: Straight Hair, Curly Hair, Augusta Goldin.

12. Read: Swimming Hole, Jerrold Beim.

B. Level II

1. SRA, AWARENESS, Unit A, Physical Attributes of Self, pp. 18-22.

2. Read: You Look Ridiculous Said the Rhinoceros to the Hippopotamus, Bernard Waber.

3. SRA, RESPONDING, Unit H, Cultural Differences, p. 84.

Differences in Abilities

4. Discuss with the children how they differ in the skills they do well.

5. Have each child list the things he does well.

6. To show differences in pupils in the room, have the children name their special interests and abilities and then make bar graphs using the abilities listed.

7. Read: A Friend is Amie, Charlotte Steiner.

8. Read: Crow Boy, Taro Yashima.

Differences in Preferences

9. Discuss what each child is interested in doing.

10. Discuss what foods each likes.

11. Read: Maurice's Room, Paula Fox.

12. Read: A Little House of Your Own, Beatrice DeRegniers.

13. Read: Many Names for Eileen, Peggy Sullivan.

14. Read: Pepito's Story, Eugene Fern.

## Evaluation

Have each child tell two ways that he is different from and two ways he is like a friend.

## Objective II

A. The learner will describe likes, dislikes, abilities, appearances, and viewpoints which make him unique as a person.

B. The learner will describe likes, dislikes, abilities, appearances, and viewpoints which make a friend unique.

### Activities

A. Level I

1. Ask the learner to list things he really likes to do and eat. The tape-recorder may be used to list these if the child does not write easily.

2. Ask him to think of a friend who really likes different things than he does.

3. Have the child put up papers and drawings that show his work. Social Science Projects are especially good for this.

4. Read: I Am Better Than You, Robert Lopshire.

5. Use "bragging" technique. Have each child tell what he feels really good about and what things he is best at. Talk about bragging first, and you go first to demonstrate.

6. DUSO, Puppet Activity A: Ginny and Jerry, p. 32.

7. DUSO, Supplementary Activities I-A, pp. 32-33.

8. Read: I Reach Out to the Morning, Bill Martin.

B. Level II

1. Ask the learner what he likes and what really bothers him in food, the way people treat him, or what he does. Accept all answers using SEE Reflective Listening technique.

2. Have the child put up the papers and drawings that show his work. Social Science Projects are especially good for this.

3. Use "bragging." Have each child tell what he feels really good about and what things he is best at. Talk about bragging first. You go first.

4. Read: OJEMANN, Book II, The Day the Bus Was Late, p. 89. Have the children role play the above story and tell how the characters feel.

5. Read: OJEMANN, Book III, The Christmas Party, p. 78. Discuss and role play. Reverse roles that the children play so that they can experience more than one role.

6. Use daily classroom experiences to role play the viewpoints of others.

7. DUSO, Role Playing Activity II-C: Others Have Feelings, p. 59.

8. DUSO, Puppet Activity A: Ginny and Jerry, p. 32.

9. DUSO, Supplementary Activities I-A, pp. 32-33.

10. HERE I AM: Chapter I: Getting To Know Myself, p. 12.

11. Read: Red Man, White Man, African Chief, Marguerite Lerner.

12. Read: Why You Look Like You and I Tend To Look Like Me, Charlotte Pomerantz.

13. Read: Your Skin and Mine, Paul Showers.

14. Use Record: Ramo, Phyllis Hiller.

15. Read: I Reach Out to The Morning, Bill Martin.

## Evaluation

Ask each child what he likes to eat and do and what he does not like to eat and do, as well as the kind of people he likes to be with most.

## Objective III

The learner will recognize the worth of each individual as demonstrated by his ability to treat others with respect.

### Activities

Level II

1. Talk about how each person feels when he is treated with respect. How can we treat each other with respect?

2. HERE I AM, Chapter 7, "How Different Are We?", p. 44.

3. SRA, RESPONDING, Unit N, Respect, p. 126.

## Evaluation

The learner will demonstrate that he recognizes the worth of each individual by the way he treats others in the classroom.

## Objective IV

The learner will name the four stages of development (baby, child, teenager, and adult) and tell how they affect what he can and cannot do.

### Activities

A. Level I

1. Read: Rosa Too Little, Sue Flet.
2. Read: The Very Little Boy, Phyllis Krasilovsky.
3. Read: The Growing Story, Ruth Krauss.

B. Level II

1. Ask children to list some of the things they want to do now.
2. Ask children what they want to be when they grow up.
3. Have the children research what physical development, education and skills are required to do what they want.
4. Have each child assess whether he thinks he can meet these requirements. Help the children plan ways they may go about developing these skills.
5. HERE I AM, Chapter II, What A Difference A Year Makes, p. 76.
6. Have the children draw a picture showing each stage of development. Ask which ones they have in their family and disucss.
7. Have the children find pictures of each stage and discuss how each stage is different: what each can do, clothes they wear, etc.
8. If possible have each child bring in a picture of himself as a baby and take a picture of him now. Ask him to draw what he thinks he will be like as a teenager and an adult. Put these in a scrapbook of My Four Stages. Discuss how he might feel at each stage.

9. HB, Book I, Unit I, Lessons 2 & 3, pp. 9-11.

10. Read: Pepito's Story, Eugene Fern.

11. SCIENCE: A PROCESS APPROACH, Part C, Lesson A.

## Evaluation

Ask each child to name one thing he wants to be able to do when he is older and what skills he will need to be able to do it.

## Unit Objective

The learner will demonstrate acceptance of others by the way he treats others in the classroom. He will also demonstrate that he sees himself as unique by being able to identify his abilities and preferences when asked.

## APPRECIATION AND ACCEPTANCE OF SELF

To get along with others, every human being needs to feel like a worthwhile person. Much of the pain and unhappiness in life comes from the feeling that somehow we don't measure up to what we expect of ourselves or what those around us expect. We can help our children and ourselves by recognizing that nobody's perfect and we aren't bad when we make a mistake.

### Project Objectives

A. To understand that the personal qualities and abilities which a person likes and dislikes about himself bring feelings.

B. To understand that a person can still like himself even though he makes mistakes.

C. To understand that planning helps us reach our goals.

### Concepts

A. Each person has qualities which he likes about himself and qualities which he dislikes about himself.

B. People learn by making mistakes.

C. Planning can help us get what we want.

### Behavioral Objectives

A. The learner will name or list personal qualities and abilities which he likes about himself and will tell of the feelings that accompany these.

B. The learner will describe how he feels after he has succeeded at a task that has been difficult for him to learn.

C. The learner will describe goals which he has set for himself which have been difficult to reach and some that have been easy to reach.

## Objective I

The learner will name or list personal qualities and abilities which he likes about himself.

### Activities

A. Level I

1. Have the child draw a picture of something he does well.
2. DUSO, Introductory Story, DUSO and Squeaker, p. 116.
3. Praise each child for what he does well. Make the praise specific. Make a note to include in newsletter to be sent home.
4. Read: I Am Freedom's Child, Bill Martin.

B. Level II

1. Have the child write a story of something he does well.
2. Talk with each child about how he feels when he succeeds.
3. Use "bragging" technique. Reflect each input using SEE method.
4. SRA, RESPONDING, Unit A, Self-Concept, p. 26.
5. SRA, RESPONDING, Unit C, Abilities and Limitations, p. 36.

## Evaluation

Ask the child to tell or write about a personal quality or ability which makes him feel good.

## Objective II

The learner will describe how he feels after he has succeeded at a task that has been difficult for him to learn.

## Activities

A. Level I

1. Have each child tell of something he wanted to learn; when he learned it; and how he felt.

2. Make bar graphs of activities so that a child can add his name to it when he can do a task.

| Level I | Level II |
|---|---|
| skip | skip |
| paint | read names of children in room |
| read name | write names of other children in room |
| tie shoe | jump rope |

3. At the end of each day, let each child write "What I did well today" to take home.

4. DUSO, Role Playing Activity I-B: *The Boy Who Was Perfect*, p. 35. DUSO, Role Playing Activity I-E; *About Me*, p. 46.

5. DUSO, Problem Situation I-D: *Tony's Funny Picture*, p. 42.

6. DUSO, Puppet Activity, I-D; *People Make Mistakes*, p. 43. DUSO, Puppet Activity, I-C; *Nobody's Perfect*, p. 39.

7. Catch each child struggling with a task and praise him for the way he is coping with a difficult situation.

8. DUSO, Puppet Activity V-A: *The Girl Who Knew What To Do*, p. 103.

9. Read: *Whistle for Willie*, Ezra Jack Keats.

10. DUSO, Story VI-A: *Thaddaeus Platypus*, p. 118.

11. OJEMANN, Book K, *Wee Willie*, p. 46.

12. OJEMANN, Book 1, Midnight, a Little Black Pony, p. 44.

13. OJEMANN, Book 1, Polly Learns, p. 48.

14. DUSO, Puppet Activity VI-C: Birds in the Nest, p. 125.

15. DUSO, Role Playing Activity VI-B: John Won't Try, p. 122.

16. DUSO, Problem Situation VI-A: Robby Won't Try, p. 118.

B. Level II

1. Ask children to share with the group some things that have been easy and some things which have been hard for them to learn. Ask if there are some things that people want to be which may take a long time for them to learn.

2. Have the child discuss his fears about why he is afraid to try something and the possible consequences of his attempts. (This is to be used only with individual children as they spontaneously express a fear or concern.)

3. Read: Is It Hard? Is It Easy?, Mary McBurney Green.

4. Invite the child to choose and attempt to do something he has been afraid to try.

5. Teacher can consciously make mistakes for children to catch.

6. Filmstrips, Making Mistakes and Did You Forget?, Kindle.

Evaluation

A. Keep a record to see if the child accepts making mistakes as a part of learning by not tearing up his paper, by not crying, or pouting. See if he is willing to keep trying.

B. Ask the learner to name one thing he has learned to do well. Ask how this makes him feel.

## Objective III

The learner will describe goals which he has set for himself which have been difficult to reach and some that have been easy to reach.

### Activities

A. Level I

1. Have each child tell of something he has attained because he planned ahead.
2. DUSO, Unit V, pp. 98-112.
3. Read: Whistle For Willie, Ezra Jack Keats.

B. Level II

1. Have each child tell of something he has achieved because he planned ahead.
2. SRA, RESPONDING, Unit D., Goals, p. 47.

## Evaluation

Have each child set a realistic goal and tell the class about it after he has reached it.

## Unit Objective

The learner will demonstrate self-acceptance by being able to feel good about himself even though he has made a mistake.

# COPING WITH FEELINGS

Much of what we do in daily living and most of the important decisions of our lives such as our choice of a mate, friends, type of work we do, and our life style, involve our feelings about ourselves and others. Much of the pain that people inflict on each other in the process of living can be traced to a lack of understanding of feelings (one's own or the other's) or a lack of skill in coping with feelings. Sometimes we are made to feel bad or guilty for having certain feelings such as anger or fear. Many of the problems in police court involve feelings that people do not know how to deal with in any way except with fists, knives or guns. Often in our culture boys are taught that they should not express feelings, especially of pain, rejection, or disappointment: "Boys don't cry." Some believe that to express warm and tender caring for others is unmanly.

We can help children to understand and express their feelings, both positive and negative. We can help them to deal with their negative feelings in better ways than hurting others or yelling at them. Expressing warm, positive feelings builds bridges between strangers and strengthens ties between friends and families. Facts and feelings are interwoven in any learning experience. When we deal effectively with feelings as well as facts throughout the school day, we are helping children to become responsive, caring, self-directed and genuinely human beings.

## PROJECT OBJECTIVES

1. To understand that all persons have feelings both positive and negative such as: love, hate, happiness, sadness, fear, anger, inadequacy, jealousy and rejection.
2. To identify and understand feelings.
3. To accept feelings without shame or guilt as a natural part of a person's make up.
4. To discuss ways of dealing with feelings so that we can get along well with people.
5. To learn that unexpressed strong emotions may be turned inward, thus resulting in psychosomatic disorders; to learn ways of expressing or releasing these feelings without hurting others or putting them down.

## LOVE

### CONCEPTS

1. Love means showing kindness, sympathy, gentleness, consideration, and tenderness.
2. Every person has a need to love and to be loved.
3. Love helps to provide security.

### BEHAVIORAL OBJECTIVES

1. The learner will list names of people that he loves and tell how he expresses love.
2. The learner will list names of people that he believes love him and tell how they show their love.
3. The learner will be able to tell how it feels to be loved.

## OBJECTIVE I

The learner will list names of people that he loves and tell how he expresses love to each.

### ACTIVITIES

#### LEVEL I

1. Plan with the children to do or make something for someone they love. (Mother's Day, Christmas or birthday gift)
2. Plan with the children to do something that will help someone they love. (Help Mother with chores.)
3. Ask children to think of other ways they can show someone that they love them.
4. Ask children to draw pictures of persons they love.
5. Read and discuss with children: What Color is Love?, Joan Walsh Anglund. A Friend Is Someone Who Likes You, Joan Walsh Anglund. Love Is a Special Way of Feeling, Joan Walsh Anglund.
6. Show and discuss photo boards 9 and 10, SRA, AWARENESS. Show study print No. 1, Love, Moods and Emotions. Follow procedure as outlined in Teacher's Guide.
7. Read: Daddies, Lonnie C. Carton.
8. Read: Mommies, Lonnie C. Carton.
9. Read: Mommies are for Loving, Ruth B. Penn.

#### LEVEL II

1. Plan with the children to make something for someone they love. (Mother's Day, Christmas or birthday gift)
2. Plan with the children to do something that will help someone they love. (Help Mother with chores.)

3. Ask children to think of other ways they can show someone that they love them.

4. Ask children to draw pictures of persons they love.

5. Have children write a composition about a person that they love.

6. Read: My Friend John, Charlotte Zolotow.

EVALUATION

Ask children to list four persons they love and name three things that they might do to show their love.

OBJECTIVE II

The learner will name people that he believes love him and tell how they express their love.

ACTIVITIES

LEVEL I

1. Have the children make a circle and tell some of the persons they think love them and why they believe this. (Encourage children to include family, friends, school mates, etc.)

2. Have children draw pictures of persons that they feel love them.

LEVEL II

1. Have children make a circle and tell some of the persons they think love them and why they believe this. (Encourage children to include family, friends, school mates, etc.)

2. Have children write a composition about a person that they feel loves them. What are some ways this person expresses love to you?

EVALUATION

Ask children to list four persons that love them and tell how they express their love.

## OBJECTIVE III

The learner will be able to tell how it feels to be loved.

### ACTIVITIES

#### LEVEL I

1. Have children touch each other kindly and tell how it feels.
2. DUSO, Supplementary Activities 11-B: How Do You Feel?, p. 56.
3. Show study print No. 1, Love, Moods and Emotions, and follow Teacher's Guide for activities.
4. Read: Will I Have a Friend?, Miriam Cohen.

#### LEVEL II

1. Ask children to tell all the ways they can express love in the classroom.
2. Use study print number 1, Love, Moods and Emotions, and follow Teacher's Guide for activities.
3. Read: A Bargain for Frances, Russell Hoban.
4. Read: My Mother and I, Aileen Fisher.

### EVALUATION

Ask children to tell how they feel inside when someone loves them.

## HAPPINESS, SADNESS, FEAR, ANGER

### CONCEPTS

1. Everyone has a variety of feelings such as happiness, sadness, fear, anger.
2. Situations precipitate feelings.

## BEHAVIORAL OBJECTIVES

1. The learner will name the emotions of fear, happiness, anger and sadness when shown a set of pictures depicting these emotions.

2. The learner will be able to describe how characters in a story feel.

3. The learner will be able to tell how he feels in various situations which are selected by the teacher. These situations will include a variety of emotions.

4. The learner will name several physical ailments which could result from anger turned inward.

## OBJECTIVE I

The learner will name the emotions of fear, happiness, anger and sadness when shown a set of pictures depicting these emotions.

### ACTIVITIES

#### LEVEL I

1. Have children find pictures that express various feelings and tell about them.

2. Have children experience feelings. Loud noise to startle them (fear). Teacher make them angry by promising a treat and then pretending she didn't bring it.

3. DUSO, Unit II, Cycle C, Story II-C: Flopsie Is Afraid, page 58.

4. Filmstrip: You Got Mad: Are You Glad? Guidance Associates.

5. DUSO, problem Situation VII-D: Tina Isn't Afraid, p. 144.

6. Read: Peter's Long Walk, Leekingman.

7. Read: Bedtime for Frances, Russell Hoban.

LEVEL II

1. Think of words that express happiness, sadness, fear, anger.

2. Make a feeling word dictionary.

3. View filmstrip: SRA, AWARENESS, Circle of Feelings. SRA, Unit C, The Emotional Self. Follow as outlined, page 28.

4. Children sometimes feel guilty for saying "I hate you." If this happens in class, help the angry child to express his needs or feelings directly to the person by sending a good I-Message. Help children to understand that somethimes we both love and hate a person. Use Reflective Listening for all responses.

5. Have children experience feelings: Make a loud noise to startle them (fear). Make them angry by promising a treat and then pretending you didn't bring it.

6. Since anger often arises from frustration, use Study Print No. 4, Frustration, from Moods and Emotions Series. Follow discussion guide. Ask, "Can you remember being frustrated and how you felt?" Accept and use SEE reflective listening techniques for all answers.

7. Anger is one of the most troublesome emotions human beings have to deal with. Help your children not to deny that they feel angry, but to deal with angry feelings in more effective ways than fighting. Use Story Print No. 7, Anger, from Moods and Emotions Series. Ask children to recall a time when they were very angry and how they felt. Use Reflective Listening for all responses. Suggest that they write down or tape record why they are angry. Get a punching bag and allow them to work off anger.

8. Read and discuss: I Have Feelings, Terry Berger.

9. Show filmstrip: Kindle, Who's Afraid? Discuss film using Teacher's Guide.

10. DUSO, Role Playing activity II-C: Others Have Feelings, p. 59.

11. DUSO, Puppet Activity II-C: Father's Gift, p. 59.

12. DUSO, Supplementary Activities II-C: pp. 59-60.

13. Show and discuss SRA, AWARENESS, photo boards 22-25, 29, 33. Have children draw pictures that express various emotions.

14. Filmstrip: You Got Mad: Are You Glad? Guidance Associates. Follow procedure as outlined in Teacher's Guide.

15. DUSO, Problem Situation VII-C: The Storm, page 141.

16. Read: Giants are Very Brave People, Florence Heide.

17. Read: Angelo, the Naughty One, Helen Garrett.

EVALUATION

Show the children a set of ten pictures and have them identify the emotions of fear, anger, happiness, sadness.

OBJECTIVE II

The learner will be able to describe how characters in a story feel.

ACTIVITIES

LEVELS I & II

1. Read a story and tell how the characters feel.

2. OJEMANN, Book 1, The Broken Crayon, page 33. Follow procedure as outlined.

3. OJEMANN, Book 1, Watch Out, Timothy!, p. 21. Follow procedure as outlined.

EVALUATION

Read a story such as: New Boy at School, DUSO, Unit II, Cycle D, p. 61. Have learner choose a character from the story, tell how he feels and role play the character's feeling.

## OBJECTIVE III

The learner will be able to tell how he feels in various situations which are selected by the teacher. These situations will include a variety of emotions.

### ACTIVITIES

#### LEVEL I

1. Play music that expresses various emotions and discuss. Have child pantomime different emotions and allow other children to guess what emotion is being expressed.

2. Take pictures of pupils expressing various feelings. Take pictures of pupils who were actually angry, happy, sad or afraid and discuss pictures. Be sure not to judge or blame, but use Reflective Listening.

3. Read: Where The Wild Things Are, Maurice Sendak. Draw or paint pictures of wild things.

4. Read and discuss: OJEMANN, Book K, Big Enough, p. 42, and Larry's Big Day, p. 44.

#### LEVEL II

1. Play music that expresses various emotions and discuss. Have child pantomime different emotions and allow other children to guess what emotion he is expressing.

2. Take pictures of pupils expressing various feelings. Take pictures of pupils who were actually angry, happy, sad or afraid and discuss pictures.

3. Read: Where The Wild Things Are, Maurice Sendak. Draw or paint pictures of wild things.

4. Read, discuss and do activities listed in HERE I AM, chapter 4, My Feelings Are Real, page 24.

5. Read, discuss and do activities listed in SRA, AWARENESS, Four Phases of Working With Feelings, Teacher's Guide, pp. 162-174.

    (a) Discover feelings.
    (b) Appraise the nature of feelings.
    (c) Bring feelings into the open.
    (d) Channel feelings into worthwhile activities.

6. Moods and Emotions, "Compassion," Loneliness," Frustration," "joy" "Anger," "Sadness." Follow Teacher's Guide.

## EVALUATION

Ask the learner to tell how he feels in at least two situations selected by the teacher. Suggested situations: DUSO, Role Playing Activity II-D: Shy Robin, page 62; DUSO, Puppet Activity II-D, What Should I Do? Play music that expresses various emotions and have learner identify three emotions the music expresses.

## OBJECTIVE IV

The learner will name several physical ailments which could result from anger turned inward. (Headache, upset stomach, ulcers, asthma.)

### LEVEL II

1. Ask children if they every heard someone say "I have butterflies in my stomach?" What feeling is expressed? (fear or anxiety) Ask if they ever got so mad that they felt a hard knot in their stomach or got a headache, or got sick. Allow anyone who wishes to tell about his or her experience. One of your own experiences would help give them the idea. Do not urge anyone to participate and reflectively listen, using SEE Process, to all comments. Discuss physical reactions to emotions: Cold sweat, chills, goose bumps, etc.

2. Note: (Use this on a day when you really have feelings you want to get rid of.) Put It In The Middle. Sit in a circle. You go first to model. Say: "We're going to try something different today. I'll go first, to show you how. Let's think about what feelings are inside us sometimes.

When I'm very angry sometimes when things don't go well, I want to yell and holler, beat on the floor, or (what ever comes naturally to you!) Now I don't like these hard, tight, angry feelings inside of me so I'm going to make a great big ball of all of them and put them out in the middle and get rid of them." (Go through the motions of wrapping up a big ball and throwing it into the middle.) "Wow! I feel better now!" Then ask if anyone else has any angry or bad feelings he wants to get rid of. Allow any children who wish to take a turn, but don't urge participation. Then say, "Anyone else who still has inside something he wants to get rid of, do it now. You don't have to say anything. Just go ahead."

3. DUSO, Unit I, Story I-C: Dizzy Terry, p. 38. Terry is a boy who has found a socially acceptable way of avoiding difficulty. Children may experience similar reactions from overly solicitous parents, and thus learn to behave this way because the behavior is rewarded.

## EVALUATION

Ask children to name two kinds of sickness that could come from being mad.

## JEALOUSY

## CONCEPT

Jealousy causes agressive behavior.

## BEHAVIORAL OBJECTIVE

The learner will, after hearing a story, be able to tell the underlying reason for jealous behavior.

## OBJECTIVE I

The learner will, after hearing a story, be able to tell the underlying reason for jealous behavior.

## ACTIVITIES

### LEVEL I

1. Tell the following incident and ask the children if they ever had similar feelings. Peggy's mother asked her to set the table and make sandwiches for lunch while she took her brother Bobby to get a coat and shoes for school. Peggy wanted to go shopping too because she wanted a new dress. Peggy said, "Mother, I don't think you love me as much as you do Bobby."

2. In order to induce a real feeling of jealousy, give one half the room cupcakes. Do not give them to the rest of the room. Discuss all the feelings carefully. Then give the others cupcakes as well.

3. Read: Peter's Chair, Ezra Jack Keats. Ask, "What did Peter want and need?" Discuss feelings behind Peter's jealousy.

4. OJEMANN, Book K, Tommy McTrott, p. 38. Discuss underlying feelings.

5. Read: Sam, H. H. Scott.

### LEVEL II

1. Tell the following incident and discuss what the feelings involved in Jack's actions might be:

   Jack had a big brother who had a new bicycle. Jack wanted to ride the bicycle and his brother would not let him ride. Jack pushed his brother and the bicycle over.

2. In order to induce a real feeling of jealousy, give one half the room cupcakes. Do not give them to the rest of the room. Discuss all the feelings carefully. Then give the others cupcakes as well.

3. Read: Sam, H. H. Scott.

## EVALUATION

Read: Arthur and The New Baby, OJEMANN, Book I, p. 63, and ask what feelings made Arthur angry.

## REJECTION

### CONCEPTS

1. Everyone feels rejected at some time.

2. There are several ways to deal with rejection:

    (a) Withdrawal
    (b) Crying.
    (c) Anger.
    (d) Change of behavior to please others.
    (e) Discussing reasons for rejection.
    (f) Finding new friends.

### BEHAVIORAL OBJECTIVES

1. The learner will be able to list situations in which people feel rejected.

2. The learner will tell how it feels to be rejected.

3. The learner will tell what he would do if he were rejected.

### OBJECTIVE I

The learner will be able to tell of a situation in which a person feels rejected.

### ACTIVITIES

#### LEVEL I

1. Define the word rejection.

2. Ask the children if there has been a time when they felt rejected.

3. DUSO, Unit I, Cycle D, Story I-D: Frowny Brown, p. 42.

4. DUSO, Role Playing Activity I-D: Getting Ready To Go Away, p. 41.

5. Read: OJEMANN, Book 1, Jimmy's Birthday, page 80.

6. Read: Black Board Bear, Martha Alexander.

LEVEL II

1. Define rejection.

2. Ask the children if there has been a time when they felt rejected.

3. DUSO, Supplementary Activity I-D: Make a Flip-Face Frowny Brown p. 44.

4. DUSO, Problem Situation I-E: Betty Can't Go, page 45.

EVALUATION

The learner will be able to name one pretend or real situation in which a character felt rejected.

OBJECTIVE II

The learner will tell how it feels to be rejected.

ACTIVITIES

LEVEL I

1. Have children form a circle and ask one child to break into the circle. The other children should try hard to keep him from breaking into the circle. Ask the child who is unable to break the circle to say how he felt. (Be sure to select a child with a strong, outgoing personality, not a shy, timid child.)

2 Read: Peter's Chair, Ezra Jack Keats.

3. DUSO, Story II-D: The Outsider, p. 61.

4. DUSO, Problem Situation II-D: New Boy At School, p. 61.

LEVEL II

1. Have children form a circle and ask one child to break into the circle. The other children should try hard to keep him from breaking into the circle. Ask the child who is unable to break the circle to say how he felt. (Be sure to select a child with a strong, outgoing personality and not a shy timid child.)

2. DUSO, Problem situation II-D: New Boy At School, p. 61.

3. DUSO, Puppet Activity II-D: What Should I Do? p. 62.

4. SRA, RESPONDING, Unit M, Acceptance and Rejection, p. 120.

## EVALUATION

The learner will role play or describe a situation in which he felt rejected.

## OBJECTIVE III

The learner will tell what he would do if he were rejected.

### ACTIVITIES

#### LEVEL I

1. DUSO, Story I-E: The Box, page 45. Follow procedure in manual.
2. DUSO, Puppet Activity I-E: New Baby, p. 46.
3. DUSO, Supplementary Activity I-E: Let Everyone Play, p. 47.
4. DUSO, Supplementary Activity I-E: Include One More, p. 47.

#### LEVEL II

1. OJEMANN, Book 2, Good Aim, p. 99.
2. SRA, RESPONDING, Unit M, Acceptance and Rejection, p. 120.

## EVALUATION

The learner will name at least three ways he would cope with rejection.

## INADEQUACY

### CONCEPTS

1. If a person is rejected he may develop a feeling of inadequacy and resort to behavior that will affect himself and other members of the group.
2. There are persons we can count on to help us, such as parents, sisters, brothers, teachers, principals.
3. Some people feel that they are not as good as others; consequently, they feel inadequate.

### BEHAVIORAL OBJECTIVES

1. The learner will list helping persons, children and adults, to whom he can talk about his problems.
2. The learner will be able to verbalize his feelings to a helping person.
3. The learner will demonstrate confidence by doing something successfully that he has not done before.

### OBJECTIVE I

The learner will list helping persons, children and adults, to whom he can talk about his problems.

#### ACTIVITIES

##### LEVEL I

1. Take the children on a tour of the building to find all the adults who help them at school. Write a story about the tour.
2. Read and discuss: The SCHOOL ENVIRONMENT HANDBOOK, How Pupils and Teachers Can Help Each Other, The Teacher Is A Helper, The Work of The Principal. OJEMANN, Book 1, pp. 121-126.
3. OJEMANN, Book 1, Boko, The Monkey, p. 51.
4. OJEMANN, Book 1, Spoof Island, p. 51.
5. OJEMANN, Book 1, Midnight, A Little Black Pony, p. 86.

LEVEL II

1. List the people you would like to talk to if you felt sick; if you wanted to learn to bat a ball; if you wanted to read better; if you wanted to know how to get along with your classmates.

2. OJEMANN, Book 2, The Home Environment, p. 198. Follow procedure as outlined.

EVALUATION

The learner will name three persons he considers helping persons and tell why he thinks they are helping persons.

OBJECTIVE II

The learner will be able to verbalize his feelings to a helping person.

ACTIVITIES

LEVEL II

1. Have the child identify something he cannot do well and tell a friend in the room. Each person can get with another of his choosing.

2. OJEMANN, Book 2, Good Aim, p. 99.

3. OJEMANN, Book 3, The Christmas Party, p. 78.

EVALUATION

Ask the learner to tell how a character in a story felt when he was rejected.

OBJECTIVE III

The learner will demonstrate confidence by doing something successfully that he has not done before.

ACTIVITIES

LEVELS I & II

Play games that are simple and appealing so that the insecure children playing will gain confidence.

## EVALUATION

Learner will show that he has gained confidence in himself by displaying satisfaction after playing several games successfully or by performing some task successfullly that he had been unable to perform successfully in the past.

## UNIT OBJECTIVE

The learner will demonstrate that he is in touch with his feelings by being able to express verbally how he feels.

# NEEDS

As human beings, we have many needs besides the obvious ones of food, water, clothing, shelter, air, rest, exercise, and sleep. We all need to feel that someone cares about us and loves us. We need to give love and show that we care about others, too. We need to feel that we count for something and that we're worthwhile people. There are times when we need to be with others and times when each of us needs to be alone to get in touch with himself and renew his energy. People all around the world have these same needs, but they may have very different ways of meeting them. Understanding our needs, in meeting them, and helping others meet their needs when we can, brings satisfaction in daily living.

It's well to remember that sometimes when people misbehave, it's because they don't know how to meet their needs without hurting others.

## PROJECT OBJECTIVES

1. To understand that each person has many needs and that others can help us meet our needs.

2. To become aware of one's need for closeness with other human beings.

3. To recognize periods when one needs to withdraw from the group for self-renewal.

## CONCEPTS

1. Each person has physical needs for food, water, clothing, space, air, rest, activity, sleep.

2. Each person has emotional needs of security, recognition, love, a need for friends and a need to belong to a group; others help us meet these needs.

3. People who are not having their needs met will show this in the way they act.

4. Different cultures meet basic needs in different ways.

## BEHAVIORAL OBJECTIVES

1. The learner will name the following needs of people: air, food, water, clothing, shelter, space, rest, activity, sleep.
2. The learner will name two needs people have which are not physical needs. (love, friends, to belong, to feel that they count for something, to be safe from harm)
3. The learner will describe how people might act when emotional, social and physical needs are not being met.
4. The learner will identify what needs his family, teachers, friends and community meet.
5. The learner will describe the kind of person he would choose for a best friend and tell how it makes him feel to be with somone he feels very close to.
6. The learner will be able to describe a time when he felt the need to be alone for a period of time, free of demands and commands, and will be able to tell how this made him feel.
7. The learner will describe how these needs are met differently in different cultures. (Cultures decided by the teacher)

## OBJECTIVE I

The learner will name the following needs of people: air, food, water, clothing, shelter, space, rest, activity, sleep.

### ACTIVITIES

### LEVEL I

1. The children can find and cut out pictures in magazines that show the needs of people. Make a scrapbook using these headings: Food, Shelter, Clothing, Air, Space, Rest, Activity, Sleep.
2. Have the children role play how they feel when hungry, cold, or thirsty.

3. Have the children state their needs.

4. HB, Book I, Unit 5, The Things We Need, pp. 104-118.

LEVEL II

1. Discuss the needs of people.

2. Have the children read and discuss story, Turnips to Spare. BETTER THAN GOLD, McMillan, 3rd grade.

3. HERE I AM, Chapter 9, When I Cried For Help, p. 62.

EVALUATON

Ask the learner to name four needs people have.

OBJECTIVE II

The learner will name two needs that people have which are not physical needs. (Love, friends, to belong, to feel that they count for something to be safe from harm).

ACTIVITIES

LEVEL I

1. Have the children discuss the needs they have by thinking about what they do during the day. List those that are physical and those that are not.

2. DUSO, Story III-B: A Spoonful of Sugar, p. 73.
DUSO, Poster III-B: Being Nice Makes Friends.

3. OJEMANN, Book I, Eddie Learns to be on Time, p. 25.
OJEMANN, Book I, Giggles, p. 30.
OJEMANN, Book 1, Big Enough, p. 42.

4. DUSO, Introductory Story II: DUSO Talks About Friends.

LEVEL II

1. SRA, RESPONDING, Unit: Companionship, p. 114.

EVALUATION

Have the child tell what some of his or her needs are that are not physical needs.

OBJECTIVE III

The learner will describe how people might act when emotional, social or physical needs are not being met.

ACTIVITIES

LEVEL II

1. Use open sentences to have the children show how one feels to be left out or excluded from a group.
2. Have the child read, discuss and role play the following stories from OJEMANN, Book 1: Jimmy's Birthday, page 41 and Arthur and the New Baby, page 63.
3. Use Kindle Series, WHO AM I?, All Kinds of Feelings.

EVALUATION

Have the larner describe how people might act when emotional, social or physical needs are not being met.

OBJECTIVE IV

The learner will identify what needs his family, teacher, friends and community meet.

ACTIVITIES

LEVEL I AND II

1. Ask the children who helps them to have food, housing, clohting. Go beyond the family for older children.

2. Work out units on economic interdependence. Be sure the child understands that we work to get money to buy food, housing, clothing, and the part the grocer, wholesaler, and farmer play in supplying his needs. Units of this nature can be developed for housing, clothing and entertainment.

3. Ask the children how family, friends, and teacher help to meet their social and emotional needs.

## OBJECTIVE V

The learner will describe the kind of person he would choose for a best friend and tell how it makes him feel to be with someone he feels very close to.

### ACTIVITIES

#### LEVELS I and II

1. Ask the children if they like to be with the same kind of people all of the time; or in different situations would they like to be with different people. Would the people you choose to go on a trip with differ from people you would choose to work with on a class project?

2. Read: Gentle Thursday, Gene Shepard and Bill Martin.

3. MOODS and EMOTIONS, Study Print No. 6, Thoughtfulness.

4. Draw a picture or write a story of the kind of person you would like to have for your best friend.

## EVALUATION

Given a list of characteristics of different people, the learner will be able to choose the kind of person he would like to go on a trip with, play ball with or work on a class project with.

## OBJECTIVE VI

The learner will be able to describe a time when he felt the need to be alone for a period of time, free of demands and commands, and will be able to tell how this made him feel.

## ACTIVITIES

### LEVEL II

1. Encourage discussion of the following questions:
   When do you like to be with people?
   Do you ever like to be alone?
   Can you think of a situation in which you felt you had to be alone?
   Role play a situation in which you felt you had to be alone.

2. Read: Gentle Thursday, Gene Shepard and Bill Martin.

3. MOODS and EMOTIONS, Study Print No. 6, Thoughtfulness.

## EVALUATION

After choosing a situation in which the learner felt he had to be alone, he will be able to tell how he felt in tis situation.

## OBJECTIVE VII

The learner will describe how needs are met differently in different cultures. (Cultures decided by the teacher)

## ACTIVITIES

### LEVEL II

1. Have children view films and filmstrips showing people and their cultural background.

2. Have the child compare and contrast his behavior with that of children in other cultures.

3. Have the learner name some of the advantages and disadvantages of living in different environments.

4. Have children use DUOS, Puppet Activity 1-B: What is the Difference? Page 36.

5. HB, Book 2, Families in Different Environments, Unit 5, pp. 110-133

6. HB, Book 3, People in Communities, Unit 1, pp. 4-32.

7. HB, Book 4, Acting to Use Resources, Unit 3, pp. 86-117.

EVALUATION

Have the learner tell or write how needs are met in different cultures.

UNIT OBJECTIVE

The larner will be able to tell what need he has that is contributing to his behavior in social situations.

## BEHAVIOR IS CAUSED

Understanding that there may be many possible causes for any behavior helps us decide how to deal with it. Especially when the other person is doing something that bothers us, it is helpful to try to understand what might be causing him to act that way before we act or respond. The way we respond to others can influence their behavior, just as their responses can affect us. Looking for a number of possible causes leads naturally into considering a variety of ways of dealing with behavior and choosing the best one. Parents, teachers, and children can learn to ask themselves "I wonder why he or she might be acting that way? Could he or she be hungry? tired? sleepy? restless? too hot? feeling left out or lonely?"

### PROJECT OBJECTIVES

1. To understand that behavior is caused by many factors.
2. To understand that our behavior may influence the behavior of others and their behavior may influence ours.

### CONCEPTS

1. Feelings cause behavior.
2. Thoughts cause behavior.
3. Needs cause behavior.
4. Interactions cause behavior.
5. People can be in charge of their behavior.
6. A person's behavior is shaped to a large extent by the family and other groups to which he belongs.
7. Each person, by his behavior has the power to influence groups to which he belongs.

### BEHAVIORAL OBJECTIVES

1. The learner will describe one instance in which feelings caused a certain behavior.

2. The learner will describe what he is thinking or saying to himself that makes him feel bad and thus act in a way that does not get him a payoff he wants.

3. The learner will describe how not having his basic needs met might cause him to act.

4. The learner will describe accurately what happened in a situation which resulted in strong emotion.

5. The learner will demonstrate being in charge of self by choosing behavior appropriate to the situation.

7. The learner will be able to list several groups in which he would behave differently and explain how the group might influence his behavior in each case.

## OBJECTIVE I

The learner will describe one instance in which feelings caused a certain behavior.

### ACTIVITIES

#### LEVEL I

1. Ask the children how they act when they are happy, or when they have a stomach ache, or when they are tired, or lonesome.

2. Read: Let's Be Enemies, Janice Udry.

3. Read: I Am Better Than You, Robert Lopshire.

#### LEVEL II

1. Ask the children to tell of incidents that make them angry or restless. Have them tell what they do when they are angry. Analyze incidents and find alternate behaviors. Role Play.

2. Filmstrip, You Got Mad; Are You Glad?, Guidance Associates.

3. Read: Edith and Mr. Bear, Dare Wright.

4. Read: I Am Better Than You, Robert Lopshire.

5. Have the children watch what they do when they are mad, happy, tired, etc.

6. OJEMANN, Book IV, Bashful Ronald, p. 80.

7. OJEMANN, Book IV, Steve's New Books, p. 67.

## EVALUATION

Ask each child to tell one instance when he did something because he felt tired, lonesome, mad, happy. Ask the child to name the feeling which caused the behavior. Ask if there might be another way he could have chosen to act.

## OBJECTIVE II

The learner will describe what he is thinking or saying to himself that makes him feel bad and thus act in a way that doesn't get him a payoff he likes.

### ACTIVITIES

#### LEVEL I

1. Ask the child to share what he is thinking when: he asks to join a game and the children say no; If he is having trouble learning something.

2. SRA, AWARENESS, Unit P, p. 115. Do all of the activities.

3. Read: Peter's Chair, Ezra Jack Keats, and ask the children what Peter is saying to himself about his mother and father before he leaves home.

#### LEVEL II

1. Ask the children if they ever say things to themselves that make them angry or feel lonesome. Ask them what things they say.

2. When a child is mad or sad, ask him if he can share with you what he is saying to himself. Try to get to the root. For example, he might

be saying, "Another child shouldn't do that to me. He should be punished." Help the child to say other things to himself, such as: "It would be better if he didn't do that. I can't keep him from doing that. Is there anything I have done which might make him act that way?"

## EVALUATION

1. Ask the learner to identify what he is saying or thinking to himself that makes him feel bad, and change behavior so that he is functioning at optimum level.
2. Ask the learner to change what he is saying to himself and see how he feels.

## OBJECTIVE III

The learner will describe how not having his basic needs met might cuase him to act.

### ACTIVITIES

### LEVEL I

1. Ask the children just before going to lunch and out to recess to tell how they feel. Ask them if they act any differently at these times than when they first come in the morning. Do this as many times and in as many situations as is necessary for the children to get the idea.
2. Read: OJEMANN, Book K, Crying Again, p. 31.
3. Discuss the basic needs of people.
4. OJEMANN, Book 2, The Second Grade Gives a Play, p. 58.
5. OJEMANN, Book 2, Robert Was Always Tired, p. 105.
6. Read: Nobody Listens to Andrew, Elizabeth Guilfoile.

7. Read: Peter Gets the Chicken Pox, Margaret R. Lerner.

8. Read: Bad Boy, Good Boy, Marie Hall Ets.

9. Read: Smallest Boy In the Class, Jerrold Beim.

LEVEL II

1. Ask the children just before going to lunch and out to recess to tell how they feel. Ask them if they act any differently at these times than when they first come in the morning. Do this as many times and in as many situations as is necessary for the children to get the idea.

2. Read: OJEMANN, Book IV, Going Fishing, p. 114.

3. Read: Smallest Boy in the Class, Jerrold Beim.

4. Read: Maurice's Room, Paula Fox.

5. Read: The Sorely Trying Day, Russell Hoban.

6. Read: Bad Boy, Good Boy, Marie Hall Ets.

EVALUATION

Have each child catch himself being restless or cross because his body needs activity. Have the child keep a record of this, with the time, for his own information or to share with others.

OBJECTIVE IV

The learner will describe accurately what happened in a situation which resulted in strong emotion.

ACTIVITIES

LEVEL I

1. Have the children share an incident when they were afraid or angry.

2. DUSO, Casette 1, Side B: You Don't Love Me Anymore, or DUSO, Story II-B; You Don't Love Me Anymore, p. 55.

3. DUSO, Story II-C: Peeper, p. 58.

LEVEL II

1. Make up conflict situations to role play and discuss and describe what happened.

2. Read: New Boy On The Sidewalk, M. Craig.

3. Read: Big Pile of Dirt, Eleanor Clymer.

EVALUATION

Ask the learners to describe accurately -- verbally or in writing --what happened in the filmstrip, What Do You Expect of Others?, Guidance Associates. It is possible to select another filmstrip or story which shows interactions dealing with strong emotion in which people can be in charge of their behavior.

OBJECTIVE V

The learner will demonstrate being in charge of self by choosing behavior appropriate to the situation.

ACTIVITIES

LEVELS I & II

1. Ask the children who is in charge of them at home, at school, on the way to school. Ask them if the teacher can make them do something they do not want to do.

2. Ask the children to list appropriate behaviors for various activities at school such as: in the hall, on the playground, in the bathroom, in the library, during reading period, etc. Use Norma Randolph's Stable Limit Cards and technique.

3. Ask the children how many can be in charge of themselves for a certain activity -- be sure to review the appropriate behaviors for this activity. The teacher may issue in-charge-of self tickets for the activity if she wishes.

4. For children who have trouble being in charge of themselves the teacher is encouraged to use the problem solving process in the Self Enhancing Education Manual.

5. Read: If Everybody Did, Jean A. Steven.

EVALUATION

In October, keep a record of how many children are in charge of their own behavior in the cafeteria, bathroom, and during reading. Compare this with their behavior in May.

OBJECTIVE VI

The learner will name a group to which he belongs and tell at least one way his behavior might influence a group.

ACTIVITIES

LEVEL I

1. Discuss family mealtime customs. Ask each child to tell what is expected of him at mealtime. Who influences his behavior?

2. Ask: "Did your play group ever decide to do something you didn't much want to do? Did it change what you did? Why or why not? What happened next? How did you feel about that?" Continue discussion with several children as time permits.

3. Book: Let's Be Enemies, Janice Udry.

LEVEL II

1. Ask the children how they might go about getting different people and groups to do what they want, e.g., teacher, mother, friends.

2. Ask: "Does it always work well to tell friends that they have to do something your way?"

3. Ask: "What are some ways of getting people to do what you want to do?"

4. Ask: "If you have a new and different toy, such as a bike, and you don't want to share it, how might your friends react? What if your prents tell you not to let anyone else use it? How can you mind your parents and still be friends with your playmates?"

5. Ask: "Did your play group ever decide to do somethng you didn't want to do? Did this change what you did? Why or why not? What happened next? How did you feel about that?" Continue discussion with several children as time permits.

6. OJEMANN, Book IV, Jeff Skips A Stone, p. 56.

7. HB, Book IV, Unit 1, Focus, Group Behavior, p. 22.

8. SRA, RESPONDING, Unit I, Social Influence, p. 90.

9. Read: The Twenty-Five Cent Friend, by Peggy Mann.

10. Read: Five Little Monkey Business, by Juliet Kepes.

## EVALUATION

Ask the learner to name one group he belongs to and to tell how that group influenced his behavior in at least one instance. Ask how that made him feel.

## OBJECTIVE VII

The learner will be able to list several groups in which he would behave differently and explain how the group might influence his behavior in each case.

ACTIVITIES

LEVEL I

1. Ask each child to name all the groups he belongs to. Ask if each group expects certain things of him and list these.

2. DUSO, Unit III, Cycle D, pp. 79-81.

3. DUSO, Role Playing Activity, VIII-D: The Half-Built House, p. 160.

4. DUSO, Activity III-A: The Swinger, Slinger Train, pp. 152-154.

LEVEL II

5. DUSO, Unit III, Cycle D, pp. 79-81.

6. DUSO, Role Playing Activity, VIII-D: The Half-Built House, p. 160.

7. DUSO, Activity III-A: The Swinger, Slinger Train, pp. 152-154.

8. Ask each child to name the groups he belongs to. Ask if each group expects certain things of him and list these. Look to see which groups expect similar types of behavior (e.g., home, school, scouts, church, etc.).

2. Ask each child how his behavior changes according to the group he is in; i.e., in Little League playing only with boys but playing with both boys and girls at home or school.

3. Ask: "Do you friends always have the same idea as your parents as to what is fun, safe, unsafe, or appropriate?" Ask: "How can we have friends and still get along at home?"

   In the above discussions the teacher needs to accept each child's comments non-judgmentally so that the discussion can be free and open.

4. Ask: "Did you ever persuade your play group to do something you wanted to do? How did you get them to agree with you? How did you say it so they would not think you were being too bossy? Were you happy when they decided to take your suggestion? How did they seem to feel about it? How did you know how they felt? f they had not taken your suggestion, would you have been disappointed? What could you say to yourself then?"

8. Read: Elephant Herd, Miriam Schlein.

9. Read: That Mean Man, Leisel Monk.

10. Read: Did You Carry the Flag Today, Charlie?, Rebecca Caudill.

11. Read: Here Comes the Strikeout, Leonard Kessler.

## UNIT OBJECTIVE

The learner will demonstrate being in charge of self by choosing behavior appropriate to the situation at least 75 per cent of the time.

# COOPERATION, SHARING, HELPING

When people work well together, the day goes much better. Sharing our feelings with others bring us closer. Wanting to share, cooperate, and help others comes from having good feelings about oneself and others.

## PROJECT OBJECTIVES

1. To understand that cooperation and teamwork are necessary among the different members of the family or in any group of persons who work and play together.

2. To understand that working together effectively by sharing responsibilities make people feel happy.

## CONCEPTS

1. Cooperating and helping means that one person does not do all the work.

2. Other persons feel friendlier toward us if we cooperate and do our share.

## BEHAVIORAL OBJECTIVES

1. The learner will demonstrate cooperation and sharing by joining in a group project or activity.

2. The learner will describe his feelings and what happens if one member of a team fails to do his part.

## OBJECTIVE I

The learner will demonstrate cooperation and sharing by joining in a group project or activity.

## ACTIVITIES

### LEVEL I

1. Children may express themselves in pictures. Some children may want to make pictures showing ways they have helped others. Group activities such as fixing

a play corner or pasting pictures and stories on pages in putting a book together will also allow children to work together.

2. The Sharing Box. When good deeds are observed in the classroom, such as Ann helping Jane clear out her desk or John sharing a crayon with Beth, a child may write down his deed on a slip of paper and put it in the Sharing Box. A child may put in his own good deed if he wishes. At the end of the day, someone may come up and read the notes in the box to the class.

3. Place several preprimers, picture books, or easy library books on the table. Some of the children may wish to hunt through these books to find pictures that show people needing help or receiving help. Let the children show and discuss the pictures they find.

4. List the daily jobs that need attention in the classroom, such as dusting, watering plants, and returning things to their places. Make a chart listing these jobs, and let each child place his name after the jobs he thinks he would like to do. Plan for carrying out these jobs.

5. DUSO, Introductory Story II; DUSO Talks About Friends, p. 50.

6. Read: Finders Keepers, Will and Nicholas.

7. Read: DUSO, Story II-A: Gordo and Molly, p. 52.

LEVEL II

1. The Sharing Box. When good deeds are observed in the classroom, such as Ann helping Jane clear out her desk, or John sharing a crayon with Beth, a child may write down his deed on a slip of paper and put it in the Sharing Box. A child may put his own good deed in if he wishes. At the end of the day, someone may come up and read the notes in the box to the class.

2. Make tape recordings of children's reports on such topics as: How I Helped My Father or Mother. How I Helped My Friend During Our Work Period. Play these recordings back to the children so that they can hear their reports.

## OBJECTIVE II

The learner will describe his feelings and what happens if one member of a team fails to do his part.

### ACTIVITIES

#### LEVEL I

1. Encourage the children to tell of a time when they wanted help and when no one was free to help them. Let them tell if and how they helped themselves out of this difficulty.
2. DUSO, Puppet Activity II-D: The Snow House, p. 80.
3. DUSO, Story III-C: Captain Blooper's Helper, p. 76.
4. DUSO, Story II-A: Captain Blooper's Cake, p. 70.
5. OJEMANN, Book K, Bruno's Treasure, p. 24.
6. OJEMANN, Book 2, Buster Didn't Want To, p. 63.

#### LEVEL II

1. Have the children make up a story in which someone doesn't do his part. Be careful not to use actual incidents from the classroom as the burden of class rejection may be too much for the child responsible, and scapegoating may occur.
2. Plan a trip, then have the teacher come in and say that she did not order a bus so they cannot go. Use this to explore how the children feel and to talk about what happens when each person does not do his part.

3. Read: Two Is a Team, Lorraine Beim and Jerrold.

4. DUSO, Unit III, Cycle D, The Snow House, p. 79-81.

5. SRA, RESPONDING, Unit F: Responsibility, p. 63.

6. SRA, RESPONDING, Unit Q, Competition and Cooperation, p. 142.

## EVALUATION

Role play a situation in which a group of children have planned a party giving each person a certain responsibility. One child does not cooperate and share in doing his part. Let the learner discuss his feelings, and how the party could have been more successful had everyone cooperated.

## UNIT OBJECTIVE

The learner will demonstrate a cooperative attitude at school with the teacher and children as observed by the teacher.

# CHOICES AND CONSEQUENCES

Often children do not realize that in any situation, they have a choice as to what they will do. Asking, "What else could you do? How many different ways can you think of to do this?" helps to give them the idea that there are many possibilities. Continuing to ask, "What might happen if you try this or that?" gives them the idea that they can think ahead of time about possible consequences, and make a decision on their own of the best thing to do.

## PROJECT OBJECTIVES

1. To understand that considering choices and possible consequences gives us some control in a situation.

2. To understand that all situations have choices and consequences.

## CONCEPTS

1. Careful consideration of possible consequences in a situation gives us some control over the situation.

2. Each day people have choices to make about what they will do to solve a situation.

## BEHAVIORAL OBJECTIVES

1. The learner will demonstrate control of himself and some control of a situation by considering the consequences of an action before he acts.

2. The learner will describe or role play solutions to a problem at home or school and the consequences that the solution might bring.

## OBJECTIVE I

The learner will demonstrate control of himself and some control of a situation by considering the consequences of an action before he acts.

## ACTIVITIES

### LEVEL I

1. Read: Little Red Riding Hood and role play the choices Little Red Riding Hood made. Tell the consequences her choices brought. See if you can think of other choices that would bring a different ending and role play.

2. Have the child complete open-ended sentences, "Who cares if I..., or "Who cares if I don't.."

3. Have the child role play a solution and the consequences to the following situation:
Mary's mother told her if she doesn't clean her room she can't go out to play.

4. DUSO, Role Playing Activity IV-A: Big Trouble, p. 87.

5. DUSO, Role Playing Activity VII-A: Bonfire, p. 153.

6. DUSO, Role Playing Activity VIII-C: Do I Have To? p. 158.

7. DUSO, Puppet Activity IV-A: The Box of Goodies, p. 87.

8. DUSO, Puppet Activity VIII-A: You Can't Play Unless, p. 153.

9. Read: A Baby Sister for Frances, Russell Hoban.

10. Read: If Everybody Did, JoAnn Stover.

11. OJEMANN, Book II, Turnabout Day, p. 76.

12. Read: Nubber Bear, Robert Lopshire.

LEVEL II

1. Write several open-ended phrases on the board, e.g., When I hit my sister..., or When I do my homework..., When I eat half of a pie...
2. OJEMANN, Book IV, It's Time for Dinner, p. 103.
3. DUSO, Role Playing Activity IV-A: Big Trouble, p. 87.
4. DUSO, Role Playing Activity VIII-A: Bonfire, p. 153.
5. Role Playing Activity VIII-C: Do I Have To? p. 158.
6. DUSO, Puppet Activity IV-A: The Box of Goodies, p. 87.
7. DUSO, Puppet Activity VIII-A: You Can't Play Unless, p. 87.
8. Read: A Baby Sister for Frances, Russell Hoban.
9. Read: If Everybody Did, JoAnn Stover.
10. SRA, RESPONDING, Unit B, Interests, p. 31.

## EVALUATION

Have the learner role play:

DUSO, Role Playing Activity IV-B, But I Need It, p. 90. Discuss choices and consequences, and in what way ways the learner does have control over the situation.

## OBJECTIVE II

The learner will describe or role play a solution to a problem at home or school and the consequences that the solution might bring.

7. To become aware of one's interdependence within the family and other groups.

8. To become aware that a certain amount of structure and rules can facilitate group interaction, and that rigid rules and structure can make group interaction more difficult.

9. To understand that disagreement is a natural part of group membership and that people can and do disagree and still remain part of the family or other group.

CONCEPTS

1. By trying alternatives, the individual can find ways of meeting his basic emotional, social, and physical needs within various groups in ways that bring personal satisfaction to him.

2. Considering alternate solutions and allowing each person involved to express his opinions and perceptions in a non-judgemental atmosphere can help to resolve conflicts in the family or group.

3. It is essential for each person to experience warm, positive feelings both as a leader and as a member of the family or group.

4. An awareness of the needs and feelings of family and other group members and a genuine response to them strengthens the bond between family or group members.

5. Everyone can learn to cope with negative feelings arising from group experience or from exclusion from the group.

6. People who have a real part in making plans and decisions and setting stable limits affecting themselves will derive a feelings of satisfaction and personal involvement in carrying out what was decided.

7. Family and other groups depend on one another to meet many social, emotional and physical needs.

8. Some structure and rules are necessary for successful group intereaction. Rigid rules and structure may hinder interaction.

9. People who can learn to work out disagreements wihin the family or other group, strengthen their relationship.

BEHAVIORAL OBJECTIVES

1. When given the opportunity, the child will select a group or a behavior within the group appropriate to his or her individual needs at that time, as shown by verbal or non-verbal indications of satisfaction and pleasure.

2. The learner will be able to suggest alternate solutions to problems that arise in the group or classroom. The learner will be able to describe an incident in which his suggestion helped to solve a problem.

3. The learner will be able to describe warm, positive experiences within his family or as a group member or leader. The learner will indicate verbally or non-verbally that a group experience is pleasant and profitable to her or him.

4. The learner will demonstrate an awareness of another's feelings and needs by offering help or support, verbally or non-verbally, to someone who seems to need it.

5. When a child is left out of a group or has negative experiences in a group, she or he will be able to deal with these feelings by finding another group, changing his behavior, or talking it over with someone.

6. A. When the opportunity is offered to plan and carry out a group activity, the leader will demonstrate sensitivity to needs and feelings of group members by using suggestions of members and showing acceptance of differing viewpoints.

   B. The learner will name one idea she or he contributed to a group planning activity and tell how he felt about carrying it out.

   C. Given the opportunity to participate in setting stable limits, the learner will offer suggestions for limits and tell why they are needed.

7. A. the learner will name someone he or she depends on in the family or other group and tell how it feels to depend on someone.

   B. The learner will name someone in his family or other group who depends on him or her, and will tell how it feels to have someone depend on him.

8. A. The learner will list rules one group made and tell why they were needed.

   B. After a discussion of stable limits, the class or group will establish rules which permit group interaction without being too restrictive.

9. The learner will name instances when a group member disagrees and yet remains a member of the group.

## OBJECTIVE I

When given the opportunity, the child will select a group or behavior within the group appropriate to his or her individual needs at that time, as shown by verbal or non-verbal indications of satisfaction and pleasure.

## ACTIVITIES

### LEVEL I

1. Ask children to look through magazines and cut out pictures of people participating in groups. Have them tell why each constitutes a group.

2. Ask whether the class is a group. Ask how they know. Have them name different activities that the class does together.

3. SRA, AWARENESS, Unit I, Group and Interaction of Group Members, pp. 71-80. (A good introduction to group interaction, especially the starred items.)

4. SRA, AWARENESS, Unit J. Interaction of Family Members, pp. 81-86.

LEVEL II

1. Find pictures which show children meeting others' needs and adults meeting children's needs.
2. HB, Book 4, Unit 1, Group Behavior, pp. 5-37. This excellent social studies unit should be developed over a period of several weeks.
3. Filmstrip, Guess Who's In a Group. Follow discussion guide.

EVALUATION

As observed by the teacher, the pupil will indicate by his or her behavior that his needs are being met the majority of the time within the group, or he will initiate or request change in the group or activity to one more satisfying.

OBJECTIVE II

The learner will be able to suggest alternate solutions to problems that arise.

ACTIVITIES

LEVEL I

1. Whenever a problem arises, use the SEE problem solving approach. Invite the students to give their perception of what has been happening. Reflect each statement, without judging good or bad, right or wrong. Summarize: "From what I hear you saying, it sounds as if . . . Is that right? If that's what has been happening, what do you think we can do about it?" Reflect each statement, again without judging right or wrong, good or bad. Again summarize. (If you cannot go along with one of the suggestions, make your feeling known at this time, and ask that this suggestion be dropped, explaining why, always in terms of the learner's development.) Invite pupils to act on their decision. Be sure you model non-judgmental behavior daily.

2. HB, Book 2, Unit 3, Lesson 10, pp. 78-79.

3. HB, Book 2, Unit 3, Lesson 11, pp. 80-81.

LEVEL II

1. Whenever a problem arises, use the SEE problem solving approach. Invite the students to give their perception of what has been happening. Reflect each statement, without judging good or bad, right or wrong. Summarize: "From what I hear you say, it sounds as if . . . Is that right? If that's what has been happening, what do you think we can do about it?" Reflect each statement, again without judging right or wrong, good or bad. Again summarize. (If you cannot go along with one of the suggestions, make your feelings known at this time, and ask that this suggestion be dropped, explaining why, always in terms of the learner's development.) Invite pupils to act on their decision. Be sure you model non-judgmental behavior daily.

2. OJEMANN, Book II, It's Time for Dinner, page 80.

3. Filmstrip, What Happens Between People. Use the activities suggested on pp. 21-27 of Teacher's Guide.

EVALUATION

Ask the learner to suggest and act on alternate solutions for problems that arise.

OBJECTIVE III

The learner will be able to describe warm, positive experiences within his or her family or as a group member or leader. The learner will indicate verbally or non-verbally that a group experience is pleasant and profitable.

ACTIVITIES

LEVEL I

1. Ask pupils to tell or tape record instances when they really enjoyed themselves in the family or group.

2. SRA, AWARENESS, Unit J, Paragraphs 9 and 10, Understanding Family and Understanding Home, p. 85.

3. DUSO, Story III-C: Captain Blooper's Helper., pp. 76-78.

5. Read: Big Sister and Little Sister, Charlotte Zolotow.

LEVEL II

1. Ask pupils to write about or tape record "The best time I ever had with my family or my friends."

2. Say "Sometimes when we've been working hard and sitting still we need to do something different. What would you like to do for a change?" Divide into several groups and let each group choose a leader and do the activity. Ask each group how the leader was chosen. Discuss what an effective leader does: accepts suggestions from others; checks to find if there is a general agreement: brings ideas of his own, but doesn't insist on his own way if the majority disagrees; helps to consider pros and cons of various suggestions; helps to form a plan; facilitates carrying out the plan. Ask: "What happens if the leader wants to do something nobody else wants? Will he be leader long? What if the leader doesn't plan and organize well? Where does a leader get hs power? Does everybody have to do what the leader tells them to?" Ask each leader to list what he or she did in carrying out the activity. Ask if he used ideas of group members or made all the decisions himself. Ask whether he planned and organized the activity by himself, or whether everyone helped. Ask who would like to see how it is to be leader. Ask: "How could we plan it so everybody can have a chance to see what is feels like?"

EVALUATION

LEVEL I

A. Ask each child to describe, tape record or draw a happy experience with his family or group.

B. Observe and record non-verbal or verbal expressions of pleasure and satisfaction during group activity.

LEVEL II

Ask each child to describe what he did as group leader that worked out well. What would he do differently next time?

OBJECTIVE IV

The learner will demonstrate an awareness of another's feelings and needs by offering help or support, verbally or non-verbally, to someone who seems to need it.
In order to reach this objective, it is essential to create a classroom climate where children are not only permitted, but encouraged, to help and support each other. For example, a teacher seeing a child on the other side of the room beginning to get frustrated or angry, when she is busy with someone else, might ask another child to go over and see if he can help, saying, "I'll come over in a little while, if you still need me." A teacher divided between 30 children as the only source of learning, support, attention and affection is spread pretty thin. Therefore, it is essential to get children to give and get more from each other.

ACTIVITIES

LEVEL I and II

1. Strenthen whatever processes already exist for children to get to know each other better: say names often and loudly, write in large letters, write (or tape-record) autobiographies.

2. Play a game, "Would you Believe?" A child says three things about himself, only one of which is true, and the class has to guess which one is the true statement.

3. Increase opportunities for kids to listen to each other. Game: In a reading group the child who is reading, without changing tone, says "Leroy, stand up and touch your nose." If Leroy hears him and does it, Leroy gets to read next.

4. Allow children to be part of the classroom control. Instead of the teacher saying, "Class, you aren't listening to Patty," the child herself can say, "Hey, you guys, I'm talking!" This is more effective than teacher intervention and more enhancing of group and individual worth.

## EVALUATION

Observe and record children who are offering support to one another in the class or on the playground.

## OBJECTIVE V

When a child is left out of a group or has negative experiences in a group, she or he will be able to deal with these feelings by finding another group, changing behavior, talking it over with someone.

### LEVELS I & II

1. Ask the children to name different groups to which members of the class belong. Review some of the groups the children belong to. Ask: "Do you have a family group? A school group? When do you belong to each? How do you know? What other groups do you belong to? Do the groups change?"

2. Ask the class to role-play a boy named Eddie who moved into a new neighborhood and gradually became a member of different groups.

3. Ask each child to name groups he can never belong to. (e.g. Boys can never be Girl Scouts; children can never be babies.)

4. Discuss ways of coping with feelings arising from being left out. Begin by listing instances on the board when someone has felt left out. Then ask: "What could you do about it besides cry, or feel unhappy?" List coping behaviors on the board. Emphasize that it's what we do about our feelings that's important and can help us to feel better.

5. HB, Book 2, Unit 3, Lesson 2, p. 62.

LEVEL II

1. Read and discuss: Jeff Skips a Stone, OJEMANN, Book IV, P. 56.

EVALUATION

Record instances when you observe children coping successfully with feelings arising from being left out. (Coping successfully does not mean withdrawing to play alone. It means finding another group, or talking it over with someone.)

## OBJECTIVE VI

A. When the opportunity is offered to plan and carry out a group activity, the leader will demonstrate sensitivity to the needs and feelings of group members and acceptance of differing viewpoints.

B. The learner will name an idea he or she contributed to a group planning activity and tell how he felt about carrying it out.

ACTIVITIES

LEVEL I

1. Plan to invite the parents to visit the class on a certain day. Plan invitations, activities, decorations, refreshments, bulletin boards, displays of pupils' work, skits, etc. Suggest that the group try to plan it so that each child can have the opportunity of being a leader for one activity. Discuss afterwards. Give each child the opportunity to tell how he or she felt being leader; which plans worked out well, and what he or she might change the next time. Be sure to allow this opportunity before another child comments or criticizes. Try to develop pupil support of each other by asking other children to tell what each child did well. Try to see that each child receives recognition for his or her accomplishments.

LEVEL II

1. Use the introduction of new subject matter units as learning opportunities and involve the children in process planning. Ask: "How will this learning opportunity help us to grow or enjoy ourselves? What would you like to know, or to be able to do, with this? How does it affect you? How can we plan the activity so that we can find out the things each of us is interested in? (see sample Process Planning sheet in Appendix.)

2. Ask: "Did you ever persuade your play group to play something you want to do? How did you get them to agree with you? How did you say it is they would not think you were being too bossy? Were you happy when they decided to take your suggestion? How did they feel about it? If they had not taken your suggestion, would you have been disappointed? What could you say to yourself then?" Try to elicit the response, "Well, it would be nice if they would play my game, but it's OK if they don't. I can change my mind and not be unhappy about it."

3. HB, Unit one, Seciton 3, pp. 25-31, explores ways a leader helps groups reach goals.

4. OJEMANN, Book III, Amy Wants to be Boss, p. 103.

5. OJEMAN, Book IV, Organizing a Room Council, pupil's workbook bound in after p. 146.

6. OJEMAN, Book IV, The Cubs' Project, pupil's workbook bound in after Organizing a Room Council.

EVALUATION

A. Observe and record instances when the leader uses plans and suggestions of group members and shows acceptance of differing viewpoints.

B. Ask learner to name an idea she or he contributed to a group planning activity and tell how she felt about carrying it out.

OBJECTIVE VII

A. The learner will name someone he depends on in his family and in one other group and will tell how it feels to depend on someone.

B. The learner will name someone in his or her family and one other group who depends on him and tell how it feels.

ACTIVITIES

LEVEL III

1. Discuss what would happen in the family group if one member did not do what the others were depending on him to do.

2. Role play a situation in which a group member fails to do his or her part and the group was unable to complete its goal. Ask: "What does your family depend on you to do? Your play group? Your class? What do you depend on your family for? Your class?"

3. DUSO, Unit III, Cycle A, pp. 70-72.

4. Listen to SRA Story, Palmer, the Pushy Pigeon, pp. 82-83, and use discussion questions. Ask also: "What did Palmer depend on Mother for? What did Mother depend on Palmer to do? Did Mother stop loving him when he didn't behave as she expected?"

LEVEL II

1. HB, Book 3, Unit III, pp. 92-93; 96-97; Section 2, pp. 103-104.

2. HB, Book 4, Unit One, Section II.

EVALUATION

Ask the learner to name someone he or she depends on in his or her family and in one other group. Ask what for. Ask what he or she does that someone else depends on.

## OBJECTIVE VIII

A. The learner will list rules one group made and tell why they were needed.

B. After a discussion of stable limits, the class or group will establish rules which permit group interaction without being too restrictive.

### ACTIVITIES

#### LEVEL I

1. Develop the idea that the rules of each group have come about because there was a need for them. Discuss the rules necessary for a ball game and what would happen if they had no rules. Discuss the reasons for rules in a Scout group.

2. Tell a story depicting a situation of classroom confusion. Ask the children if they would feel comfortable in this situation. Why or why not? Then have the children suggest rules that would create order. Ask if they would feel comfortable with these rules if they agreed the rules are necessary.

3. HB, Book 1, Unit 4, Lesson 3, pp. 78-79.

4. DUSO, Unit VIII, Cycle C, pp. 157-158.

5. DUSO, Role Playing activity VII-C, Do I Have To?

6. Display pictures of children in situations depicting a rule that protects their health and safety. In each case, have the class discuss the rule that is illustrated.

7. Read: Goldilocks and the Three Bears, and ask the children what rules Goldilocks broke. Ask them to explain why the bears felt as they did.

8. HB, Book 1, Unit 4, Lesson 3, pp. 78-79.

LEVEL II

1. Have children draw street scenes in which laws are being followed and laws are not being followed.

2. Ask children: list a rule in your house, a rule in our class, and a law you know about. For each, write a sentence or two explaining what might happen if there were no such rule or law.

3. Discuss school rules with the class to verify the children's awareness of the reasons for these rules. For example: Four school rules are:

    A. Walk in the hall.

    B. Keep your seats on the school bus.

    C. Wait until the safety patrol tells you to cross streets.

    D. Don't write on the walls.

    Which of these rules is hardest to enforce?

    Which do children object to the most?

    Which of these might be broken if they were not enforced?

    Why do you think so?

4. Discuss with children ways in which people can birng about new laws or improve old ones. Perhaps they can recall television news stores about people trying to change laws.

5. Use the SEE process to involve the children in setting stable limits they feel comforable with. (Self-Enhancing Education by Randolph and Howe, p. 40,pp. 56-66.)

6. Focus the children's attention on a school situation in which they can help in making rules. For example:

   Where do you eat lunch?
   Where do you put your trays?
   Do you help clean up?
   What could happen if no one cleaned up?

7. Through further questions, let the children make up rules for better cafeteria behavior and help them to appreciate that a clean lunchroom is a pleasant and healthful place in which to eat. Emphasize feelings as well. (For example: How do you feel when you see a dirty place? Happy? Sad? Angry?) Also, let the children illustrate one rule for good cafeteria behavior. These drawings could be used for bulletin board display.

8. HB, Book 2, Unit 2, Lesson 8, p. 50; Lesson 9, p. 53; Unit 3, Lesson 3, pp. 64-65.

9. HB, Book 2, Unit 2, Lesson 3, p. 41.

## EVALUATION

A. Ask the learner to tell a rule of a group he or she belongs to and to tell why it is needed.

B. Ask the learner if he or she thinks any additional rules are needed in the class. Have him or her state the rule and tell why it is needed.

C. Ask the learner to name a law and tell why it is needed.

## OBJECTIVE IX

The learner will name instances when a group member disagrees and yet remains a member of the group.

## ACTIVITIES

### LEVELS I & II

1. When a disagreement arises in the classroom or on the playground, help the children to work it out, using SEE Problem Solving. (p. 19, Self Enhancing Education, Randolph and Howe.)

2. HB, Book 2, Unit 3, Lesson 10, pp. 78-79. Members of a group of ten disagree.

### LEVEL II

1. Read: It's America for Me, Bill Martin Jr., and see teaching suggestions in Freedom Books Teacher's Guide, pp. 64-71. Stress that two-way communication is essential in a democracy.

2. Read: Poor Old Uncle Sam, Bill Martin Jr., and see teaching suggestions in Freedom Books Teacher's Guide, pp. 60-64.

## EVALUATION

Ask the learner to name an instance from his or her experience when he or she disagreed and yet remained a member of the group.

## LISTENING AND COMMUNICATION

To get along with other human beings we need to be able to let them know that we understand and care about their feelings. We call this Reflective Listening. We also need need to express our own feelings and needs clearly, but without name-calling or blaming the other person. We call this an I-message. It helps children get along with others better if we can use Reflective Listening and I-messages with them. When children, teachers, and parents learn these new ways to talk to each other, they feel closer to each other and are able to settle their differences better.

### PROJECT OBJECTIVES

1. For teachers, parents, and children to develop and strengthen the skill of listening for learning, for enjoyment, as a means of problem solving, and to become closer to others.
2. For teachers, parents, and children to experience communication as a two-way process involving listening to the feelings behind the speaker's words and giving feedback as to the hearer's understanding of the message.
3. For teachers, parents, and children to be able to send clear, congruent messages about their feeling state without judging, blaming or criticizing others.
4. For teachers, parents, and children to learn ways of responding that enhance feelings of self-worth.

### CONCEPTS

1. Listening is one way people can learn.
2. Listening can increase enjoyment.
3. Listening and reflecting the feelings involved in the speaker's message can be helpful to him in resolving his problem.
4. Listening to a person with understanding of his feelings (reflective listening) helps us to become close.

5. Listening without judging removes roadblocks to communication.

6. Listening to the needs and feelings of others does not mean denying one's own needs and feelings.

7. When people send clear, congruent messages about their own needs and feelings without putting others down, communication channels are kept open.

## BEHAVIORAL OBJECTIVES

1. The learner will be able to demonstrate the skill of listening for the purpose of learning by following directions given by the teacher or another student.

2. After listening to music or certain sounds, the learner will describe his feelings about what he has heard, and his enjoyment of it.

3. The learner will demonstrate by role-playing the ability to reflectively listen to the problems or concerns of another.

4. The learner will be able to relate a personal experience in which he used the skill of reflective listening to become close to another person.

5. The learner will demonstrate that he is able to listen to another person without judging right or wrong, good or bad.

6. The learner will be able to express his own feelings and needs clearly and congruently.

7. The learner will refrain from labeling the behavior of others and name calling.

## OBJECTIVE I

The learner will be able to demonstrate the skill of listening for the purpose of learning by following directions given by the teacher or another student.

### ACTIVITIES

### LEVEL I

1. Read a short story aloud. Then re-read the story making obvious changes in many words, such as opposites, funny substitutions, etc. The child is to show recognition of the changes made.

2. Game. Let the children make lists of three tasks in sequence. Let a child direct another child to carry out the sequence and check on a ditto sheet as the second child does each activity in sequence. This can be a game as the second child tries to get three check marks in a row. This is good for developing the ability to give directions clearly, as well as following directions.

3. Game. Read or tell a story which children enact. "Buffy Bear was walking (children pretend to walk) in the woods one day. He looked for food (children shade eyes and look about them.) He stretched himself tall to reach some berries. He ate the berries," and so on.

4. Educational Activities, Inc. Learning Basic Skills Through Music. Band 1, "Colors"; Band 2, "Put Your Hands Up In the Air." The chidren are to listen and follow the directions given on the record.

5. SCIENCE: A PROCESS APPROACH, Part E, Contains a section on communication. Part W is on opinion.

LEVEL II

1. Use a listening post to practice certain skills. Give the child a work sheet on which he may practice.

EVALUATION

Give specific directions for children to follow, for example: Straighten the books on the library table, check the floor for any litter, and sharpen your pencil. Have the boys and girls take turns following the directions, each group judging whether the other group has followed directions correctly.

OBJECTIVE II

After listening to music or certain sounds, the learner will describe on tape or on paper his feelings about what he has heard, and his enjoyment of it.

ACTIVITIES

LEVELS I & II

1. Listen to music and draw a picture showing how it makes children feel. Ask: What is your favorite kind of music? How does it make you feel?

2. Listen to music and make bodily movements that seem appropriate to the child.

3. Have the child listen to stories, poems and plays and tell how he feels about the beauty of everyday sounds, such as the sounds of nature, voices and city noises. Ask: "What is your favorite sound?"

4. Read: The Summer Noisy Book, Margaret Wise Brown.

5. Read: The Loudest Noise in the World, Benjamin Elkin.

6. Read: Listen to my Seashell, Charlotte Steiner.

7. Filmstrip, Outset/Listen -- There Are Sounds Around You. Use suggestions in teaching guide.

8. Film, Learning with your Ears. Chicago: Coronet. 16mm.

9. SRA, AWARENESS, Unit E, Awareness of the Environment Through Hearing, pp. 43-47, contains a recorded story "The Sound Machine," as well as 14 additional interesting activities.

LEVEL II

1. SRA, AWARENESS, Unit E, Awareness of the Environment Through Hearing, pp. 43-48. Starred

activities, 3, 4, and 5 on pages 46-47 suggest activities related to the world of work, a guest speaker on speech and hearing problems, and a field trip to a local radio station.

## EVALUATION

Ask the learner to write or tape-record his feelings of enjoyment of his favorite sounds or music.

## OBJECTIVE III

The learner will demonstrate by role-playing the ability to reflectively listen to the problem or concern of another.

### ACTIVITIES

### LEVEL II

1. Model reflective listening yourself when the occasion arises where you think it would help. For example, if a child comes into the classroom looking angry or sad, you might say "Looks like you had a bad beginning to the day." If he answers "Yes, some bigger boys chased me," you might answer "And you were afraid they would hurt you?" "Yes." You might say, "I wonder what we could do here at school to change your bad feeling to a good one?" This helps the child focus on the here-and-now, and what he can do to help himself feel better while he is at school.

2. Discuss with children: How can we let another person know we are trying to understand how he feels? How can we help someone who is feeling angry, worried, or sad?

   (We can show by our faces that we are interested and that we care how he feels. We can tell him with words, such as: "I can see that hurt your feelings," or "I can see you're really furious about that." We can try not to tell him what we think he ought to do, but let him work it out for himself. We can be a mirror for his feelings.)

Try some role playing. Have one boy walk up fast, looking furious, and say "Get out of my way!" Have someone answer angrily, "Don't yell at me! I'll punch you in the nose!" Ask the first boy if that answer helped his angry feelings.

Try it again, and this time have the second boy say "Wow! I can see you're really mad about something! Would it help to talk about it?" Ask the first boy how that answer would make him feel.

Discuss with children: Does it help when someone tells us we ought not to feel a certain way, or gives us advice about what we ought to do? How can a friend be helpful by listening?

## EVALUATION

Ask the learner to role play a situation where one child is angry with a teacher and yells at the learner instead. Ask him what he could say that would be helpful to the angry child.

## OBJECTIVE IV

The learner will be able to relate a personal experience in which he used the skill of reflective listening to become close to another person.

### ACTIVITY

### LEVELS I & II

Tell this story: Linda walked down the street trying not to cry, because her best friend was going to move away. The boy who lived next door saw her and said, "Ha, Ha! Linda is a cry-baby! Boo, Hoo, Hoo!" When she got home her big sister said, "Cheer up! You'll live. probably!" She felt even worse. Her mother said "I can see something happened today that really make you sad." Linda told her about it. Mother said, "You'll miss Terrie." Linda said, "Yes! I'm going to be so lonesome!" Mom said, "You're afraid you won't have anyone to play with." Linda said "She's my very best friend.

Nobody else can take her place." Mom didn't argue with Linda or tell her to cheer up. She just sat down and looked at her like she really understood how sad Linda was feeling, and said, "It's really hard to lose your very best friend." Linda sat on Mom's lap and hugged her. "I'm glad you understand," she said. "Will you help me write her a letter?" "Sure," said Mom. "Maybe we can take some pictures to send her."

Ask: "What if Mom hadn't listened? Suppose she had said 'You're a big girl now, don't cry', or 'I'm busy now. Go play outside.' How did Linda feel about her mother after her mother listened to her? Why wasn't her big sister's advice helpful? What would you do if you were a friend of Linda's -- how could you help her?

Role play the situation and see what other ideas the children can develop.

## EVALUATION

Ask the learner to describe on tape or write about a time when he felt closer to someone after listening to him.

## OBJECTIVE V

The learner will demonstrate that he is able to listen to another person without judging right or wrong, good or bad.

### ACTIVITIES

### LEVELS I & II

1. Model this behavior yourself for pupils throughout the day whenever the occasion arise, especially in the area of human behavior and values. Try to avoid saying "Good," or "That's wrong," when a pupil says something. (Even constantly saying "Good," intended as encouragement, can give the impression that you are evaluating whatever a child says. It also can create a feeling of worthlessness in those children who seldom hear "Good.") Consider how you would feel if you were being evaluated by a supervisor every

minute of the day, and try to create a comfortable climate in your classroom so that children do not feel you are judging them all the time. The book Values and Teaching by Raths, Harmin and Simon offers suggestions for helping children clarify values without judging or telling them what they should value.

2. Encourage divergent thinking throughout the day by such questions as "Does anyone have a different idea? What might be another reason? What might happen if ... How many different ways could we do this?"

EVALUATION

Observe and record instances when a child demonstrates listening without judging.

OBJECTIVE VI

The learner will be able to express his own feelings and needs clearly and congruently, sending an I-message.

ACTIVITIES

LEVELS I & II

1. Be a model by expressing your own feelings and needs clearly and congruently, but without shaming or blaming the person who may have been responsible. Don't try to act as if you are not angry or annoyed when you really are. "I'm very annoyed when people don't put books back in the right place and we can't find them." "I need to have it quiet so everyone can hear." "I get angry when I see someone hurting another person." "I'm upset when I hear children trying to make others unhappy by calling them names." "I get distressed when I see people tearing books." "I dislike it when things are in a mess." All the above are I-messages.

2. When a child comes to you tattling on another, ask: "Can you tell him how you feel? Can you say to him, 'I don't like it when you do

that?'" Encourage children to confront one another directly. When you reflectively listen, you are helping the child to send an I-message about his needs and feelings.

3. Encourage children to ask for help when they need it, either from you or another pupil.

4. When you observe a child who is restless or about to bother someone, ask him if he needs some exercise or activity. If a child recognizes he's getting upset and asks to go to a quiet place for a while, let him know you're glad he asked and that you expect he will be able to get control again soon.

LEVEL II

1. SRA, RESPONDING, Unit K, Honesty, pp. 108-113, contains a recorded story, The Hardest Thing in the World, illustrating the difficulty of saying what we mean. Included are five discussion questions and 12 other suggested activities.

EVALUATION

Observe and record instances when a child expresses his feelings or needs clearly and congruently.

## OBJECTIVE VII

The learner will refrain from labeling the behavior of others and name-calling.

ACTIVITIES

LEVEL II

1. Throughout the day you can model the behavior you wish the pupils to show. Be very careful not to label any child careless, clumsy, messy, or lazy. Instead, point out what needs to be done to correct the situation and allow the child the dignity of correcting it. Talk about making mistakes, make it clear that mistakes are one way to learn, and that it is OK to try, even

if you are not sure you can do something. Make it safe for children to risk failure and you will motivate them to learn.

2. In class where one child calls another a name, remark to the aggrieved child, "It hurts to be called a name, doesn't it?" Say to the child who did the name-calling, "It doesn't help Jimmy to be called a name. How can you help him?"

3. SRA, RESPONDING, Unit J, Communication, pp. 95-107 contains a filmstrip showing some ways people fail to communicate, a recorded story, and 14 suggested activities.

4. Read: OJEMANN, Book 3, The Name That Hurt, pp. 86-102.

5. Read: OJEMANN, Book 3, Oliver Think-Tank, the Eye, (yellow section). Discusses how we need to be aware of the effects on others of what we say or do.

## EVALUATION

Observe and record instances of name-calling at different times during the year, to determine whether this behavior decreases.

# FAMILY AND GROUP INTERACTION

One of our strongest needs as human beings is to get along with others. The family is the first and most important group for most of us throughout our lives. We can help children realize how much we depend on each other. When each person in the family or other group really has a part in decision-making and planning, all members feel more like doing what they agreed.

One thing you can count on is that when a group of people get together, there will a disagreement sooner later. We can live more comfortably in the family or other group if we can express our disagreement and know that our ideas and opinions will be listened to, even if others disagree. When families and groups learn ways of working out disagreements so that everybody gets what he wants and nobody loses, their lives are much happier.

Some rules are necessary when people live or work together, but too many rules can hinder the group. We can help children realize that during their lifetime they may belong to many different groups, some by choice and some by category. Boys can never belong to a girls' club!

## PROJECT OBJECTIVES

1. To find satisfying ways of meeting one's social, emotional, and physical needs by family and group interactions.
2. To strengthen family and group relationships by developing the ability to find alternatives in problem situations.
3. To experience positive feelings as a result of being a leader as well as a group member.
4. To become sensitive to the needs and feelings of other members of the family or group and to be able to respond genuinely.
5. To find ways of coping with feelings arising from membership or non-membership in various groups.
6. To become involved in the planning, decision-making, and setting of stable limits within the family and other groups.

ACTIVITIES

LEVEL I

1. SRA, AWARENESS, Unit O, Read: Andy, A Boy Who Ran Away, p. 111. Read or listen to the story on record, Side 7, band 4.

2. Have the learner act out his own ideas of how the situation in the story above could be resolved. Put in a new last line of the story. Have the child role play how he thinks the story will end.
   - (a) Just then, a policeman happened to come along.
   - (b) And so Andy ran home as fast as he could. He wondered what his mother would say when she saw him.
   - (c) Andy happened to notice a telephone booth on the corner.

3. Use Harcourt, Brace Concepts and Values Series to find opportunities within the school day to list choices and consequences in behavior.

LEVEL II

1. Make up unfinished stories and have the child draw or write what he thinks will be the solution to the story.

2. As the occasion arises during the day, look for opportunities to list choices and consequences in behavior.

3. OJEMANN, Book IV, The Cub's Picnic, p. 45.

EVALUATION

Have the learner role play or describe a solution to the role playing activity in Unit 0, SRA, AWARENESS, p. 113. Change the ending of the situation as directed.

UNIT OBJECTIVE

The learner will demonstrate control of himself and some control of a situation by considering the consequences of an action before he acts.

# SENSES

Life is enriched and enhanced when we use all our senses. When children and parents or teachers explore together different textures, sounds, sights and odors and write or talk about how it feels, the activity is exciting and enjoyable. Since we learn by using our senses, the activities suggested in this unit can stimulate greater involvement in the whole learning process. Experiencing the activities together brings children and adults closer. It offers a welcome oportunity for adults to renew in themselves a child-like wonder at the marvelous way our senses help us to live more fully.

## PROJECT OBJECTIVES

1. To enjoy the world by using our senses.
2. To understand that our senses help us to observe and adjust to the world around us.
3. To understand the effect on people of having defective senses.
4. To understand that our perceptions of what we observe influence our feelings and behavior.

## CONCEPTS

1. Our senses help us to enjoy the world around us.
2. Using our senses to observe the world helps us to adjust to the world.
3. Learning is more difficult for people who have defective senses.
4. Our perception of others influences our feelings and actions towards them.

## BEHAVIORAL OBJECTIVES

1. The learner will demonstrate the enjoyment of his senses by telling or writing of an experience which required the use of a specific sense.

2. The learner will write or tell how observation has helped him to adjust to the world.

3. The learner will describe how he might feel if he were blind or deaf.

4. The learner will role play a situation in which a misunderstanding occurs because one person perceived another incorrectly.

## OBJECTIVE I

The learner will demonstrate the enjoyment of his senses by telling or writing of an experience which requires the use of a specific sense.

### ACTIVITIES

#### LEVEL I

1. Spread different textures, such as a small soft rug, cornflakes, ridged rubber matting, ice, and sand on the floor. Blindfold the children and let them experience the textures.

2. Allow the child to finger paint and have him tell about, record, or write of his experience.

3. Bake cookies, cakes, etc., and experience them through smelling, tasting, touching, and seeing.

4. Fill plastic medicine bottles with spices and foods such as cinnamon, soy, bacon bits, banana, alcohol, onion, vinegar, coffee, and chocolate. Blindfold the learner and ask him to identify the odor and tell what the odor makes him think of and how it makes him feel. Continue by discussing how odors bring back thoughts about past events and what feelings go with these memories.

#### LEVEL II

1. Make a tape of music that expresses different moods. Ask the children to move freely with the music. Then discuss how this music affected them. Suggestions for music to be taped are:

Happy:

Moldau -- first surging string part -- coming to full orchestra. This is shortly after the beginning of the record.

Creepy or scary:

Nutcracker Ballet (not suite) -- after guests leave, when family has gone to bed.

Sad:

Madam Butterfly -- humming chorus End Act 2 -- before the intermezzo.

Anxious:

Forza del Destino -- Overture opening few bars.

2. Ask the children how different smells make them feel. Ask them to think of odors which make them happy or sad.

3. Bring different foods and see if the children can detect which is sweet, sour, salty, bitter. Contrast this with food which usually is seasoned but has purposely been prepared without seasoning. Ask the child how it feels to eat unseasoned food.

4. HERE I AM, Chapter 3, How Do I Know It's Morning, p. 18.

## EVALUATION

Ask the learner to share something that he has enjoyed by using his senses.

## OBJECTIVE II

The learner will write or tell how observation has helped him to adjust to the world.

### ACTIVITIES

### LEVEL I

1. Discuss with the children how their behavior changes when they see snow or rain.

2. Let the children write about what colors they think of when they are hot or cold, happy or sad.

3. Read the children a story. Ask questions to see how well they have listened.

4. Record children's voices on tape and then let them listen to identify everyone's voice.

THE FOLLOWING SRA UNITS ARE COMPREHENSIVE AND DESERVE CAREFUL READING SINCE MANY GOOD IDEAS ARE INVOLVED.

5. SRA, AWARENESS, Unit E, Awareness of the Environment Through Hearing, p. 43.

6. SRA, AWARENESS, Unit F, Awareness of Environment Through Seeing, p. 49, Manual; the filmstrip The Magic Glasses is included in this unit.

7. SRA, AWARENESS, Unit G, Awareness of Environment Through Smelling and Tasting, p.61.

8. SRA, AWARENESS, Unit H, Awareness Of Environment Through Touch, p. 65.

9. SCIENCE: A PROCESS APPROACH,
   Part A, Lessons a, c, e, j, q, r.
   Part B, Lessons a, e, g, o.
   Part C, Lessons e, i, q.

10. Read: My Five Senses, Aliki.

11. Read: The True Book of Your Body and You, Alice Hinshaw.

LEVEL II

1. Have the children look at pictures of people expressing different feelings and ask the children how they might react to these people. How might they change their behavior to fit the mood of the person in the picture?

2. Discuss how certain colors and sounds are used to affect behavior, i.e., red and green stop lights, green uniforms used by hospital surgical teams. Invite the children to think of others.

3. SCIENCE: A PROCESS APPROACH, Part D, Lesson a; Part E, Lesson u.

4. Read: Read About the Brain, Kathleen Elgin.

5. Read: All About the Human Mind, Robert M. Goldenson.

EVALUATION

Ask the learner to write or tell how something he observed changed his behavior.

OBJECTIVE III

The learner will describe how he might feel if he were blind or deaf.

ACTIVITIES

LEVEL I

1. Have the child blindfold another and lead him around. Ask him to read. Discuss how the blind might read.

2. Turn on the Magic Book on Educational T.V. with no sound. Ask the children how they feel.

3. Have the children put heavy cotton pads over their ears. Have the teacher tell the children how to do something new. Ask each child how it makes him feel when he can not hear directions well.

LEVEL II

1. Get braille books for the children to see and feel.

2. Visit the Center for the Blind or have a blind person come to the class. Find out how blind people eat, cook, and walk around.

3. Visit the Garden for the Blind at Piedmont Park.

4. Visit the Speech School.

5. Discuss how not being able to hear affects speech development.

   NOTE: Hearing and speech development work in well with imitation and interaction in the unit on LEARNING. This would be appropriate for Level II children.

## EVALUATION

Ask the learner to write or tell how he would feel to be deaf and how this would affect his learning.

## OBJECTIVE IV

The learner will role play a situation in which a misunderstanding occurs because one person perceived another incorrectly.

### ACTIVITIES

#### LEVEL I

1. SRA, AWARENESS, Unit P, Judy's Ups and Downs, p. 115.
2. SRA, AWARENESS, Unit Q, It Takes Two To See Saw, p. 126.
3. Filmstrip, What Do You Expect of Others, Guidance Associates.
4. OJEMANN, Book II, The Day the Bus Was Late, p. 89.

#### LEVEL II

1. SRA, AWARENESS, Unit P, Judy's Ups and Downs, p. 115.

2. SRA, AWARENESS, Unit Q, It Takes Two To See Saw, p. 126.

3. HERE I AM, Chapter 2, Knowing I Am Alive, p. 10.

4. HERE I AM, Chapter 6, The World Around Me, p. 6.

5. Filmstrip, What Do You Expect of Others, Guidance Associates.

6. OJEMANN, Book IV, The Day the Bus Was Late, p. 87.

EVALUATION

The learner will make up or write a role playing situation in which one person perceives another incorrectly.

# LEARNING

Learning begins the day we are born and goes on as long as we live. Helping children and ourselves realize some of the different ways we learn helps us learn more that is really useful. The more we can learn about the world and the people in it, the better life we can have. A young child learns much from observing and imitating others. He also learns from trying, failing, and trying again. How pleased with himself a baby is when he finally learns to walk! Other ways of learning are by memory, association, curiosity, interacting, conditioning, and problem solving. When children are not motivated to learn one way, often another way will arouse their interest. Learning how we learn can be fascinating!

## PROJECT OBJECTIVE

1. To understand that people learn from each other.

2. To understand that there are different ways of learning.

## CONCEPTS

1. People learn from others.

2. People learn by imitating, interaction, memory, curiosity, association, conditioning, trial and error, insight and problem solving.

3. Remembering keeps us from having to go back and find out again.

4. Learning by association means matching things and ideas that go together.

5. Conditioning involves a stimulus, a response, and a reward.

## BEHAVIORAL OBJECTIVES

1. Imitation
   The learner will name two things he has learned to do by imitation.

2. Interaction
   The learner will be able to identify who is learning and who is teaching from a set of pictures.

3. Curiosity
   (a) The learner will define curiosity when asked to do so.
   (b) The learner will demonstrate curiosity by discovering and examining new materials placed in the room.

4. Memory
   The learner will demonstrate the ability to memorize by memorizing whatever is appropriate to his developmental level and is helpful to remember.

5. Association
   (a) The learner will demonstrate learning by association, by naming the letter an object begins with and matching an object with its name.
   (b) The learner will name one thing he has learned by association.

6. Conditioning
   (a) The learner will name one habit he has both at home and at school.
   (b) The learner will be able to name one thing he has learned by conditioning.
   (c) The learner will describe how stimulus, response, reward, and punishment influence learning.
   (d) The learner will use rewards to help another person learn.

7. Trial and Error
   (a) The learner will demonstrate one thing he has learned by trial and error.
   (b) The learner will be able to describe at least two ways of getting what he wants.

8. Insight
   (a) The learner will identify insight as seeing through a problem.
   (b) The learner will distinguish between conditioning and insight.

## IMITATION

### OBJECTIVE I

The learner will name two things he has learned to do by imitation.

### ACTIVITIES

#### LEVEL I

1. (a) Have the children play "Simon Says" and ask what they are doing. (imitating the teacher)

   (b) Ask the children if they can think of anything they have learned, besides playing "Simon Says," that is imitating other children or adults. (Grownup table manners, talking, singing)

   (c) Ask the children to bring pictures of babies imitating and learning.

2. Read: Curious George, H. A. Rey.

3. Play mirror images.

4. Have the children copy designs similar to those on the Metropolitan Reading Readiness Test.

5. Encourage the children to imitate the teacher or other children by allowing them to do dramatic play.

#### LEVEL II

1. Have the child imitate another's voice

2. Encourage the children to imitate the teacher or other children by allowing them to do dramatic play.

### EVALUATION

Ask the learner to name two things he learned to do by imitating.

## INTERACTION

### OBJECTIVE

The learner will be able to identify from a set of pictures who is learning and who is teaching, and will tell how they learned from each other.

### ACTIVITIES

#### LEVEL I

1. Play Follow Through games.
2. HB, Book 1, Unit 3, The People We Learn From, pp. 5068.
3. HB, Book 2, Unit 1, Learning From Others, Lessons 1, 2, and 3. pp. 1419.
4. Interaction at this level overlaps with the concept of group and should be developed in this way.

#### LEVEL II

1. Play Follow Through games
2. HB, Book, Unit 3, Interaction Between Individuals and Groups, Section 1 and 2, pp. 9299.

### EVALUATION

Show the learner a picture of a child teaching another child; a woman working with a child; and a man working with a child. Ask the learner who is learning and who is teaching, and how they learn from each other.

# CURIOSITY

## OBJECTIVE I

The learner will define curiosity when asked to do so.

## ACTIVITIES

### LEVEL I

1. Put out several new pieces of material and have the children see if they can find all of them. Tell them that wanting to find something is being curious.

2. Read one of the Curious George Books by H. A. Rey, and discuss how George always wants to find out about things new to him.

## EVALUATION

Define curiosity. Ask the learner to tell or write or draw a picture of what someone does when he is curious.

## OBJECTIVE II

The learner will demonstrate curiosity by discovering and examining new materials placed in the room.

## ACTIVITIES

### LEVEL I

1. Ask the children to tell you what they are curious about. List all ideas on the board and then choose one or more to do. It might be possible that the children would like to go somewhere to see something for themselves such as a motion picture studio or a candy factory. Correlate this activity with language arts by having the children list new vocabulary words and then write of their experiences.

2. Play 20 questions.

3. Make a box with a hole in it. Place six or more objects in the box which are different in texture, size and shape. Ask each member of the group (not to exceed six) to put his hand in the box and tell what he thinks he is touching.

LEVEL II

1. Show a stimulus picture or object which is totally new and get children to ask questions to find out what it is. Good for divergent thinking.

2. Have a scavenger or pirate hunt with clues written on a map.

3. Curious Cat - "Do we have Curious Cats in our Room?" Explore the school and neighborhood and make reports on what is found. Start a school paper too. Report what has been discovered in these explorations.

EVALUATION

The teacher will hide several objects in the room and let the children hunt for them. Each child who shows interest in participating is to be considered successful whether or not he finds an object.

## MEMORY

### OBJECTIVE I

The learner will demonstrate the ability to memorize by memorizing whatever is appropriate to his developmental level and is helpful to remember.

### ACTIVITIES

#### LEVEL I

1. Read a story and have the children retell the story in the proper sequence. (Tell Again Story Cards)
2. Use the KELP Materials design blocks and beads.
3. Use Sequees or place other pictures in proper sequence.
4. Ask the children to tell some things that they want and need to remember.

#### LEVEL II

1. Have children retell in sequence events in a story which they have read themselves.
2. Have the child draw a map of his way to school and back or of his neighborhood. Have him tell or write of the experience.
3. Have the child look at a tray of objects, remember what is there, and tell about it.

### EVALUATION

1. Anything which the learner and teacher consider relevant can be memorized and counted as the evaluation.
2. Ask the children how come it is a good idea to remember some things.

# ASSOCIATION

## OBJECTIVES

1. The learner will demonstrate learning by association, by naming the letter an object begins with and matching an object with its letter, or another object beginning with the same sound.

## ACTIVITIES

### LEVEL I

1. Label objects in room.
2. Have each child match his name with his picture. Tell the child that he is associating his name with this picture and that this is one way we learn.
3. Have each child sort pictures of objects or the objects themselves into boxes that are marked with the letter the object begins with. Keep telling the children that they are associating - matching the picture and the sound.
4. Have the child make a picture word dictionary.
5. Have the child listen to the voices of five children in the room which have been taped and find the printed name which matches the voice from a stack of six possible choices. Change the cards and tapes so all the children can participate at one time or another.

## EVALUATION

Have the learner name the letter an object begins with.

### OBJECTIVE II

Have the learner name one thing he has learned by association.

## ACTIVITIES

### LEVEL I

Play: Little Tommy Tittlemouse.

(Procedure)

1. Child sits in a chair and covers his eyes.
2. Teacher chooses a child to sneak up behind the chair and she and the children say the following:

   Little Tommy Tittlemouse
   Living in a little house
   Someone knocking (child knocks)
   Me, Oh, My
   Someone knocking
   (Child behind chair says:)
   It is I or I am here.

## ACTIVITIES

### LEVEL II

1. Ask child what he associates with rose, table, school, baseball. Do not be afraid to use the word "associate" interchangeably with "match" or "go with." This will only serve to increase the child's vocabulary.
2. Have the child put together a puzzle of the United States and name the states as he puts the puzzle together. Be sure to point out to the child that he is associating the shape of the state and the name of the state and the position in the United States.
3. Give the child a list of words and ask what he associates with the word. This can be used as a means of introducing the effects of advertising and how it influences our values.

Suggestions: What do we think of when we think of cigarettes, Eve Cigarettes. What do we associate with Russia, China, moon, Chattahoochee?

## EVALUATION

The learner will name one thing he has learned by association.

# TRIAL AND ERROR

## OBJECTIVE I

The learner will demonstrate one thing he has learned by trial and error.

### ACTIVITIES

#### LEVELS I and II

1. Teach the children to play checkers or some other game. Tell them that when they learn, make mistakes, and learn from their mistakes, that it is learning by trial and error.

2. Have the children list activities they have learned by trial and error. Have them choose a new task to learn.

3. Filmstrip, Making Mistakes, Kindle.

4. Filmstrip, Figuring Things Out, Kindle.

## EVALUATON

Ask the learner to demonstrate one thing he learned by trial and error.

## OBJECTIVE II

The learner will be able to describe at least two ways of getting what he wants.

### ACTIVITIES

#### LEVEL I

1. Have the children make a circle excluding one child. Have the excluded child try to get back in the circle. This can be done with several small circles at one time. Discuss how "it" felt. Discuss different ways of getting back in the circle, and the consequences each choice might bring.

2. Tell two children that each is walking on a high mountain on a narrow road which only has room for one person. Each meets a person coming the other way. What can they do?

3. How do I get someone off my back? (Discuss) Examples: Anger, I'm sorry, excuses, threats, change of behavior, friendliness, compliance, compromise.

LEVEL II

1. HB, Book 4, Unit 2, Acting As A Person, Section 2, pp. 50-54.

2. Have the children make a circle excluding one child. Have the excluded child try to get back in the circle. This can be done with several small circles at one time. Discuss how "it" felt. Discuss different ways of getting back in the circle, and the consequences they might bring.

3. Tell two children that each is walking on a high mountain on a narrow road which only has room for one person. Each meets a person coming the other way. What can they do?

4. How do I get someone off by back? (Discuss) Examples: Anger, I'm sorry, excuses, threats, change of behavior, friendliness, compliance, compromise.

EVALUATION

Ask the child to tell you two ways of getting to go to a movie when his mother wants him to clean his room.

## CONDITIONING

### OBJECTIVE I

The learner will name one habit he has both at home and at school.

### ACTIVITIES

#### LEVEL I

1. Ask child if he has a habit. Talk about some that he and some of the other children have:

    (a) the route home
    (b) biting nails
    (c) chewing gum
    (d) eating habits
    (e) sleeping habits.

2. HB, Book 2, Unit 1, Learning From Others, Lessons 1 and 4, pp. 16-18; 20-21. The alternative suggestions in the teacher's manual are excellent.

#### LEVEL II

1. Discuss with children the different eating habits in different countries. Discuss different foods that people eat. How come? Relate this to geography and climate.

### EVALUATION

Have the child tell about one of his habits at home and one at school. Ask whether he wants to keep them.

Ask the learner what it is called when someone does something over and over and really doesn't think about it.

### OBJECTIVE II

The learner will be able to name one thing he has learned by conditoning.

## ACTIVITIES

### LEVEL II

1. The child can read about how elephants are used for work in India and how they are trained. He can report orally or in a written form telling what the stimulus, response and rewards are.

2. The teacher can condition the children by using a foreign word at lunch or play time. Soon the children will respond when the teacher uses the word.

3. HB, Book 4, Unit 2, Acting as a Person, Introduction, pp. 44-48. Follow outlined activities.

4. Ask a group of children to read and report to the group about the part conditioning plays in training circus animals, i.e., elephants, seals, tigers, dolphins.

## EVALUATION

Ask the learner to name one thing he has been conditioned to do at school.

## OBJECTIVE III

### LEVEL II

1. Ring a bell, turn off the light or raise your hand; wait until the children are quiet. Praise them liberally and establish this as a means of getting attention in the room.

   After this or some other conditioned response has been established, ask the children to explain how come they get quiet when the lights go off? Use this as a basis for discussion. Write down all answers on the chalk board. Keep asking questions, such as, "What makes you quiet?"

Have the children find a sequence in the events, i.e., lights off - quiet - teacher praise. The teacher may then label these stimulus, response, reward, and tell the children that this is called conditioning and is one way of learning.

2. Bring white mice, rat, or a gerbil to school and have a group of children condition the animal to do a trick before it is fed. Make a chart of the procedure clearly labeling the stimulus-response-reward.

## EVALUATION

Ask the learner to tell what might happen if he offered a friend an M & M for each right spelling word. Ask him to tell what might happen if he slapped him for his right answers.

Tell the learner the following situation and ask him to identify the stimulus, the response, and the reward.

A little boy decided he wanted to teach his dog to sit up. So he would hold a dog biscuit above the dog and say, "Sit up." When the dog sat in the right way the little boy would give him the dog biscuit.

## OBJECTIVE IV

The learner will use rewards to help another person learn.

### ACTIVITIES

### LEVEL II

The learner will find a friend to work with, to condition him/her to do some task.

## EVALUATION

The learner will demonstrate by drawing pictures, telling or writing how he used some tangible reward to help a friend learn.

# INSIGHT

## OBJECTIVES

1. The learner will identify insight as seeing through a problem.
2. The learner will distinguish between conditioning and insight.

## ACTIVITIES

### LEVEL II

1. HB, Book 4, Unit 2, Acting As a Person, Section 3, pp. 59-64, follow outlined activities.
2. HB, Book 4, Unit 2, Acting As a Person, Focus, pp. 75-82.

## EVALUATION

Have the child explain what he means by learning something by insight. Ask if he can think of something he learned that way.

Use verifying process in HB, Book 4, p. 79.

# EXPECTATIONS AND GOALS

Many things we do every day, we do because family, friends or our culture expect it of us. When we have a realistic opinion of our abilities, we can set goals for ourselves that we can reach. In daily living we let other people know by our words, actions, and the way we look at them what we expect of them. When we know how to let children understand we are expecting good work and good behavior, they are more likely to live up to our expectations. We need to be careful, though, not to expect too much of others, or they may give up and not try. When we or our children expect too much of ourselves, we will probably be disappointed. People who feel like a failure and become depressed often make impossible demands on themselves.

We can help our children to understand that we should base our expectations of other people on the way each person acts, not a stereotype of race, religion, age, or occupation. Do we expect all people with long hair to be hippies? Old people to be cranky? Cops to be mean?

## PROJECT OBJECTIVES

1. To develop expectations of mutual trust, respect and cooperation among those with whom we live and work.

2. To develop realistic, positive goals and expectations for one's own behavior and achievement; to learn not to demand perfection of oneself or others.

3. To learn to send verbal and non-verbal messages indicating positive expectations to those with whom we associate in work and play. (See also unit on Listening and Communication.)

4. To understand the part played by expectations of family and significant others (teacher, friends, co-workers, etc.) in shaping our attitudes, goals and behavior.

5. To become aware of ways in which the often unspoken expectations of our culture influence our behavior.

6. To learn to base our expectations of others on our experiences with the individual rather than a sterotype of race, religion, age, sex, socio-economic status or occupation.

## CONCEPTS

1. A person who feels that she or he is trusted and respected finds it easier to trust and respect others.

2. Positive expectations and goals based on a realistic view of one's abilities and personality help each person to reach his or her goals.

3. Communicating positive expectations enhances the feelings of self-worth of the individual and makes self-direction and responsibility for one's own behavior possible.

4. A. A child who is often reminded that he is expected to attain certain goals or achievements or follow a certain professon chosen by his family may feel that he or she is a failure if all these expectations are not met.

   B. Parents and teachers can facilitate children's personality development, self-reliance and learning by communicating positive expectations based on the child's own interests and abilities.

5. We are expected to behave in certain ways according to our culture and we expect others to behave in these culturally prescribed ways.

6. A person who expects near perfection in himself or others will often be disappointed and may develop feelings of worthlessness.

7. Dealing with people as individuals, rather than as members of a group about which we may have preconceived notions, facilitates interpersonal relations.

## BEHAVIORAL OBJECTIVES

1. The learner will demonstrate the expectation of mutual trust and respect in interacting with others.

2. The learner will demonstrate positive expectations of himself or herself as indicated by completion of an activity he or she contracted or agreed to do.

3. The learner will verablly and non-verbally communicate positive expectations of others such as classmates, friends, teachers, and family.

4. The learner will name an instance when his or her action was influenced by what he or she thought others expected.

5. The learner will describe two customs he or she is expected to observe because of the culture in which she or he is growing up.

6. The learner will identify an unrealistic expectation of a story character which led to frustration.

7. The learner will demonstrate by the way he or she treats individuals of different race, sex, age, socio-economic status or occupation, an acceptance of people on the basis of individual behavior, rather than rejecting them on the basis of a stereotype.

## BEHAVIORAL OBJECTIVES

The learner will demonstrate mutual trust and respect in the way he or she works with others.

### ACTIVITIES

#### LEVELS I and II

1. From the very first day, model trust, consideration and respect, as well as positive expectations for each child. Say each child's name clearly and often. Let it be known that each child is an integral part of the class and that we work, play, live and learn together. Use frequent eye contact, a friendly touch, a smile or a pleased expresion to convey your valuing of each child as a person. Focus your attention on children individually to perceive their state of being as they arrive in the classroom, and use reflective listening to let them know you really care how they are feeling. If a child seems to need extra support, show that you are ready to listen or indicate a later time when you can give him or her undivided attention.

2. From the first day, indicate your expectations for orderly behavior in the classroom. Ask pupils to tell you the appropriate social behavior as you introduce each new activity and allow a pupil to put up a card indicating the desired behavior. Use SEE process for setting stable limits with children. Be sure that your directions are clear and specific enough that each child understands what is expected, then kindly and firmly insist that the child carry out these expectations. For occasional lapses, indicate that you can see the child is upset and perhaps needs to go to the "private office" (a pre-arranged place where a child can go to regain self-control -- not as punishment). Sometimes allowing a child to run around the playground will help to let off steam. Let the child know your positive expectation that he or she will soon regain control and return.

LEVEL II

1. SRA, RESPONDING, Unit O: Trust, pp. 132-135.

EVALUATION

Ask the learner to name three things he or she is allowed to do that show people trust him or her; ask him or her to name three people he or she trusts and tell why.

OBJECTIVE II

The learner will demonstrate positive expectations of himself or herself by contracting to do an activity or task and completing it as he or she expected.

LEVELS I and II

1. In any individualized task, help the pupil to set a realistic goal which she or he is capable of attaining. For difficult tasks encourage and praise as the child completes each step. Help him or her to make a chart which shows each step and guess how long it will take to do the next step, then see if it came out as expected. This will help the pupil gain a feeling of achievement that is absolutely essential to building self esteem.

LEVEL II

1. For physical activities, ask pupils first to estimate how many times they can jump rope without missing; how far they can broad-jump; how fast they can run; how many pounds of pressure they can exert pushing up on a bar. Measure and record performances. See if they can reach their expectations. This can tie in with arithmetic and measuring. It also helps to give boys some ways to show off strength and endurance, thereby enhancing their self-concept.

EVALUATION

Record instances when the learner meets or exceeds his or expectations.

OBJECTIVE III

The learner will verbally and non-verbally communicate positive expectations of classmates, teachers, friends, and family.

ACTIVITIES

LEVELS I and II

1. Have a "tasting party." Include many fruits and vegetables and some foreign dishes children may not have tried. List the foods on a mimeo sheet and have children check columns headed "Expect to like" or "Expect to dislike," before they try. Then have them check "Liked" or "Disliked" after they try. (If children cannot read, put a smiling or frowining face for children to check and draw a picture of new food as well as listing it.) Then have each child count how many times his expectations were fulfilled. This could also be used as an exercise to learn more about themselves. Are they willing to try new things? How many?

   Be sure to include the fact that leaves and berries of many common plants and some mushrooms are poisonous, and it is important to be sure that food is safe for people to eat before we taste things.

Ask "Were you ever afraid to try some new food because you had never tasted it before and you were afraid you might not like it?" Would your expectation change if you saw someone else in your family enjoyed it? If you expected it to taste bad before you ever took a bite, do you think that would make it taste good or not? Did you ever try something you didn't expect to like, and found you liked it after all? Would that make you more likely to try new things again?

2. Say: "Now we're going to try to find out how we get people to choose us when we want to be chosen. Did you know that we can show people with our bodies when we really want to do something? Watch." First, pretend you don't want to be chosen. Sink down in your chair, slump your shoulders, look over in a corner, or look down, or put your hand up over your face. Ask: "Do you think this girl wants to be chosen?" Say, "Now watch and tell me what you think about this girl. This time, sit up, lean forward, smile, look interested and eager. Discuss the body language involved in showing interest and eagerness, then disinterest.

   Say: "Now, I'm going to see if you can show me by your bodies if you want to get chosen. I need two dependable people to go get a surprise for me." (Pre-arrange with a neighboring teacher to borrow a story to read to the class or decide on some privilege you will award them.) Each one of you try to show me by your bodies whether you'd like to be chosen or not but don't say anything. Let me try to guess as I walk past, and then tell me if I am right."

   After guessing each child's wish, pick the two who looked most eager. Ask if they expected to be chosen, and why. Be sure they understand the point: that our expectations lead us to act so we will be chosen.

3. OJEMANN, Book II, The Day The Bus Was Late, p. 89.

## EVALUATION

Ask the learner how we can let people know we expect friendly acts and good behavior of them. Tape-record or write answers.

## OBJECTIVE IV

The learner will name an instance when his or her behavior was influenced by what he or she thought others expected. (Note: "How I think you see me" is a powerful influence on our interaction with another person. Parents and teacher are the mirrors in which the child sees himself reflected, and the child's behavior often shows how he or she thinks the adult perceives him or her. Children know unerringly if parents or teachers wish they would disappear or enjoy having them around, from the reflected image they read into our words and expressions.)

### ACTIVITIES

#### LEVEL I

1. Tell this story:

   "I really wanted to play ball with the boys," said Bob, "but when mother called me and said the preacher had come to see us, I knew she expected me to come in and be polite to him."

   Ask whether children can recall instances when they were expected to do certain things. Ask how they knew.

2. DUSO, Unit VI, Introduction, pp. 116-117.

3. DUSO, Unit VI, Cycle A, pp. 118-120.

4. DUSO, Unit VI, Cycle B, pp. 121-123.

5. DUSO, Unit VI, Cycle D, pp. 127-130.

6. Ask: "Can you think of a time when you wanted very much for something to happen, and you worked very hard to try to make it happen? Did you expect it to happen? What did happen?"

7. DUSO, Unit V, Cycle A, p. 100.

## EVALUATION

Ask the learner to name in instance in a story or in his or her experience when behavior was influenced by what was expected.

## OBJECTIVE V

The learner will describe two customs he or she is expected to observe because of the culture in which he or she lives.

### ACTIVITIES

#### LEVEL I

1. HB, Book 1, Unit 1, Lessons 7, 8, 9 and 10, pp. 168-175, explore different cultural heritages of Americans whose ancestors came from Ghana, China, Italy, and Ireland.

   Ask: "Can you think of some customs we are expected to observe in our culture that a child in another culture might not?" (Examples: Forming a line at the supermarket checkout; driving on the right side of the street; playing certain games; going to school; saying "Pardon me" if you bump into someone; clapping when you like a performance.) "How do you know you're expected to follow these customs?" Do they make sense to you? What might happen if people didn't?"

#### LEVEL II

1. HB, Book 3, Unit 1, Section 5,pp. 26-27 discusses cultural traits of table manners in England and in South America. Compare and contrast with children's own culure. What table manners are they expected to observe?

## EVALUATION

Ask the learner to write or tape record two customs he or she is expected to observe.

OBJECTIVE VI

The learner will identify an unrealistic expectation in a story character which led to frustration.

ACTIVITIES

LEVELS I and II

1. DUSO, Unit VI, Cycle C, pp. 124-126. The Swimming Kangaroo.

2. Did you ever say to yourself, "I want to be the best ball player in the whole wide world?" What if you said to yourself, "If I don't win this game I'll be so unhappy I'll just die?" What if you said about whatever you do, "It has to be the best in the whole wide world, or it will be awful and terrible." "How many people in the world would be happy if only the very best were happy?" Can you say to yourself, "If I do my very best, I'll be happy?"

EVALUATION

Ask the learner to name one thing someone in a story expected of himself or herself that was unrealistic.

OBJECTIVE VII

The learner will demonstrate by the way he or she treats individuals of different race, sex, age, socio-economic status or occupation, an acceptance of people on the basis of individual behavior, rather than rejecting them on the basis of a stereotype.

ACTIVITIES

LEVEL II

1. Have children make two masks for themselves, one with a smiling mouth, one a frown. (See DUO, Supplementary Activities I-D, p. 44) Say: "Sometimes when we're feeling good and expecting good things to happen, we like things. Sometimes

when we're feeling bad and expecting bad things to happen, we might think those same things were not so good. Let's try an experiment. First, put on your 'happy face' and listen." Read these three sentences to the children, one at a time, and ask them to respond individually with their happy thoughts. Try to elicit an original response from each child.

(1) Tomorrow we're going to to something different. (Example of happy response: Oh, boy I like surprises.)
(2) Did you erase the board? (She's pleased I did it. She thinks I'm helpful.)
(3) My you talk a lot. (She thinks I'm smart. She thinks I'm interesting.)

"Now put on your 'suspicious thoughts' or 'mean thoughts' face, and listen to these same statements. What would you say now? Examples of negative responses:

(1) I'm afraid I won't like it. It will be too hard.
(2) She's made because I erased it.
(3) She thinks I talk too much.

Can you see how we might respond differently at times to the same message, according to the way we feel about ourselves?

2. View filmstrip What Do You Expect of Others? Guidance Associates. Try especially to develop these ideas as outlined on pp. 18-22.

How often do we base our expectations of others solely on appearances or pre-judgements?
How do uniforms create expectations?
How do you test whether expectations are well founded?
How do we decide about new people?
What part does custom play in expectations?
Show pictures of policemen, nurses, teachers, different races, sexes, and ages and ask: "Can you tell me about this person?

Does knowing what he looks like help to know what kind of person he is? Why not?" Use activities and games suggested with each part. This unit should be developed over a period of one or two weeks in the second half of the school year.

## EVALUATION

Ask the learner to name an instance when he or she did something that was expected of him or her. Ask: "Who expected it? How did you know?"

## UNIT OBJECTIVE

The learner will demonstrate realistic expectations of himself or herself in the way he or she approaches learning a new skill, social or cognitive.

# REALITY, FANTASY AND CREATIVITY

Children through the ages and around the world have spent delightful hours in "make-believe." Children daydream about great and wonderful deeds, and sometimes these dreams lead them to choose a career or a way of life. We also can make our lives richer and more rewarding by fantasizing what we would like to do and how we would do it. Creative ideas, works of art, and original solutions to problems can come from fantasy. We can help children to test their ideas against reality without throwing cold water on their creativity.

## PROJECT OBJECTIVES

1. To learn to use fantasy and creativity to enrich life.
2. To use fantasy as an aid in achieving goals.
3. To use fantasy as one way of problem solving.
4. To distinguish between reality and fantasy.

## CONCEPTS

1. Fantasy can add greatly to enjoyment of life.
2. Fantasizing goals and ways to reach them can be a powerful motivating force.
3. Fantasizing many solutions to a problem may suggest a workable solution.
4. We can learn to distinguish between reality and fantasy in a way that doesn't turn off the imagination.

## BEHAVIORAL OBJECTIVES

1. The learner will be able to describe a fantasy he or she enjoyed.
2. The learner will be able to describe a fantasy which might help him achieve his goal.
3. The learner will be able to use fantasy to suggest several possible solutions to a problem.
4. The learner will be able to distinguish between a story that might really happen and one that might not.

## OBJECTIVE I

The learner will be able to describe a fantasy he enjoyed.

## ACTIVITIES

### LEVEL I

1. Have children tell the class a favorite day dream or wish.
2. Puppet Play. The child might use one puppet to tell a make-believe story.
3. Game, "What if ________." First grade students might complete the following: What if six-year olds ruled the world?"
4. Macmillan, Lands of Pleasure, section entitled "Fun With Make Believe," p. 153.
5. McGraw-Hill, Tell-Again Story Cards, Level II, The Little White Rabbit Who Wanted Red Wings.

### LEVEL II

Use any of the excellent imagination games suggested in de Mille's book, Put Your Mother on the Ceiling. The section "How to Put Your Mother on the Ceiling," pp. 29-47, offers helpful suggestions for getting started. The question at the end of each game, (What is this game called?) brings the players back to reality.

## EVALUATION

Ask the learner to share a fantasy he particularly enjoyes. (Tape record or write.)

## OBJECTIVE II

The learner will be able to describe a fantasy which might help him to reach his goal.

## ACTIVITIES

### LEVEL I

1. Read: The Brave Cowboy and A Cowboy's Secret Life, Joan Walsh Anglund.
2. Read: A Little House of Your Own, Beatrice Schenk De Regniers.

3. Read: Harper and Row, Once Upon A Time, First Grade Reader.
4. Read: Tales To Read, First Grade Reader, Laidlaw.

LEVEL II

Allow children to interview each other concerning their fantasies about a career they might have when they grow up. Ask them to fantasize how they will learn to do this type of work.

EVALUATION

Ask the pupil to tell of an instance in which a story character or someone he knows used fantasy to help reach his goal.

OBJECTIVE III

The learner will be able to use fantasy to suggest several possible solutions to a problem.

ACTIVITIES

LEVELS I and II

1. Present the children with a collection of scraps, bottle caps, empty detergent containers, potatoes, carrots, toothpicks, colored plastic straws, colored yarn or string, scraps of lumber and other odds and ends. Tell them you need an attractive centerpiece for a table and you want to see how many different art objects they can make from these materials, using their imagination.

LEVEL II

1. Use the "magic net" idea. (squares of different colored net children put over themselves to become different objects or people) Let the children make up a story about a child who has a problem and allow different children to offer their own imaginative solutions. The "magic net" encourages even shy ones to enter in, and is a wonderful way to increase oral communication skills. Allowing the children to make up their own story fosters creativity. Encourage several different endings.

2. Read: OJEMAN, Book 3, pp. 80-90 It's Time for Dinner. Tells how a family uses creative problem solving.

3. Use fantasy to help plan an activity based on the pupils' own special interests. Say: If you had a whole day at school to learn absolutely anything you wanted, what would you choose to learn? How would you plan the day? How would you go about learning it? Allow them to think about it, then allow children to either write or tape record their ideas. Allow those who would like to, to share them with the class. Discuss whether any of these might possibly be done. Such a day might be offered as a culminating activity to a unit, grading period, or semester. Parents who have related hobbies might be willing to come in and help.

## EVALUATION

Take pictures of the art objects, or tape record the "magic net" stories or the "Special Day" ideas.

## OBJECTIVE IV

The learner will be able to distinguish between a story that might really happen and one that might not.

### ACTIVITIES

### LEVEL I

1. While children are seated quietly with eyes closed, have them make-believe they have chosen one person to do something special with them, or go somewhere special with them. After a suitable length of time, eyes are opened and those who wish may verbalize where they have been, what they have been doing, etc.
2. Record, Peter Pan, Walt Disney.
3. Laidlaw, Stories To Remember, First Grade Reader.
4. OJEMANN, Book I, Tommy McTrott's Sory, p. 36.
5. Play the imagination game "Helping," pages 101-105 in de Mille's Put Your Mother on the Ceiling. Ask children what really could never happen.

LEVEL II

Read: OJEMANN, Book 3, Itocha, pp. 57-64. Discusses an Eskimo boy's daydreams. Make the point that sometimes daydreaming can be helpful and sometimes not.

EVALUATION

Ask if the Gingerbread Man could really have happened.
Ask if Whistle for Willie, Ezra Jack Keats, might really happen.

## COPING WITH CHANGE

Sometimes change is frightening, and sometimes it is pleasant. When we feel we have some control over what happens to us, it is not so scary. Change is helpful when it gets us out of a rut. When we try new things to eat or new ways of behaving, we may find we like them. Talking with children ahead of time about some changes that may happen, such as a trip to a strange place, a relative coming for a visit, a move to a new neighborhood or school, a stay in the hospital either for a child or a member of the family, can help children to be more comfortable with the change because they know what to expect. Change can help us to learn and to enjoy life more.

### PROJECT OBJECTIVES

1. To find effective ways to cope with change in one's personal life, thereby gaining a sense of control over one's destiny.

2. To understand and cope with the feelings that come with change.

3. To experience change as pleasant and as a learning opportunity.

### CONCEPTS

1. Learning to cope with changes in our daily lives gives us the feeling of being in control of our destiny.

2. Understanding our fears about change will help us to deal with it.

3. Some changes can be pleasant and helpful.

### BEHAVIORAL OBJECTIVES

1. The learner will demonstrate the ability to cope with changes that occur in the school routine by changing his or her behavior appropriately, talking it over with someone, or finding alternatives that meet his or her needs.

2. The learner will name at least two changes in his life that she or he feared and will tell how she or he coped with the changes.

3. The learner will be able to describe changes she or he was glad about and tell why.

OBJECTIVE I

The learner will demonstrate the ability to cope with changes that occur in the school routine by changing his or her behavior appropriately, talking it over with someone, or finding alternatives that meet his or her needs.

ACTIVITIES

LEVELS I AND II

1. Have the children discuss changes that have taken place in their lives. Ask:

   "Has anyone in the class moved?"
   "How does it feel to move from one neighborhood to another?"
   "Did you get a new brother or sister?"
   "Have you had a new teacher?"
   "Did you go on a vacation to a different place?"
   "Have any rules changed?"
   "Have you a new pet, or did one die?"

2. Ask how pupils would feel if the room were arranged differently. If you can feel comfortable with allowing children to rearrange furniture so they can experience change, and allow them to use their own ideas for a few days, live with it, change it again, and discuss the whole process, it will be a valuable learning experience. You may gain added insights into their feelings also.

3. Have Topsy-Turvy day when nothing goes according to schedule, (if you can stand it, and if you can forewarn your principal and neighboring teachers as to what is going on!) Start with the activity usually reserved for the end of the day. See if pupils are aware of the need for activity after a while. Do they feel free to voice this need for change or do they simply squirm and act restless?

From this they may gain an awareness of why the schedule is arranged the way it is. You may even find that some of the innovations are a delightful surprise and help to get out of the rut of daily routine!

LEVEL II

1. SRA, RESPONDING, Unit G, pp. 72-83, deals with ways a child can change the physical environment. The filmstrip, Someplace to Go, shows children cleaning up a city lot for a playground. Starred items 2, 4, and 5, p. 79, are especially helpful in giving children a sense of involvement in change for the better, which will help develop a sense of pride in achievement, an important aspect of the self-concept.

EVALUATION.

Observe and record, using anecdotal style, instances of pupils coping successfully with changes in school.

OBJECTIVE II

The learner will name at least two changes that have occured in his life that he feared and will tell what he did to cope with the changes.

ACTIVITIES

NOTE: Under each of these activities, ask "What might this person have been saying to himself that made him afraid? What else could he say that would help him?"

LEVELS I AND II

1. Ask: "Did your parents ever leave you with a strange babysitter you didn't know? What happened? How did you work it out?"

   "Did you ever have to go to the hospital? Where you afraid of being in a strange place? Did someone tell you what would happen so you wouldn't be afraid? What happened?"

"Did you ever have to move away and leave all your friends? Were you afraid you wouldn't have anyone to play with in your new home? What happened? How did you work it out?

Were you afraid when you came to school the very first time? How did your mother and father help you? How did you get over being afraid?

2. Read and discuss: DUSO, Story VII-A: The New House, p. 136.

3. Present and discuss: DUSO, Poster VII-A: Give It a Try.

4. DUSO, Problem Situation VII-A: A New Teacher, p. 136.

5. DUSO, Role Playing Activity VII-A: Being Afraid, p. 137.

6. DUSO, Puppet Activity VII-A: The Doctor, p. 137.

LEVEL II

1. SRA, RESPONDING, Unit E, Concerns, pp. 52-59 includes a filmstrip, Handy, My Friend, which shows the friendship between a boy and his dog and the boy's reaction to the dog's death. Read carefully the introductory material on p. 52. Point out that it is natural to be sad when we lose a person or a pet we love. Ask how you would feel if someone told you to cheer up, you'll soon forget it. which is what well-meaning friends often do. Try to develop the understanding that people need to express their sadness at that time and that the best friend is an understanding one who will listen, and not deny feelings.

## EVALUATION

Ask the learner to tell one way she or he could get over being afraid of a change.

## OBJECTIVE III

The learner will be able to describe changes she or he was glad about and why.

### ACTIVITIES

#### LEVELS I AND II

1. Find magazine pictures that show changes that make people happy or unhappy. Have children suggest what persons could do to made the change a happy experience.

2 Have the learners draw pictures that show changes that made them happy.

3. Try being a different kind of person for a day to see how it feels. Plan a party and let each person decide to change one behavior at the party. This might best be done in small groups of six or eight. Feelings about the new behavior could be discussed.

## EVALUATION

From a set of ten pictures have the learner choose two showing changes that would make her or him glad.

## UNIT OBJECTIVE

The learner will demonstrate the ability to cope with change in the routine by changing her or his behavior appropriately, talking it over with someone, or finding alternatives that meet her or his needs.

## INDEPENDENCE

Within each human being there is something that says, "I can be in charge of me." The task of parents and teachers is to fan this spark of independence and help it to grow, and to work themselves out of a job as the child takes over the self-control. When we keep reminding children what they should do or when we don't give them a chance to decide some things for themselves, they may get the idea we don't think they can do things on their own. Everyone is independent in some ways and everyone depends on others.

### PROJECT OBJECTIVES

1. To understand how it feels to be dependent.
2. To understand how it feels to be independent.
3. To understand that regardless of age all people are dependent and independent.

### CONCEPTS

1. To be dependent or independent brings feelings.
2. What we are allowed to do depends on how others perceive us.
3. People depend on one another.

### BEHAVIORAL OBJECTIVES

1. The learner will demonstrate awareness of how people depend on one another by telling:
    - A) How she or he depends on his parent or parents.
    - B) How his mother or father depends on him or others.

### ACTIVITIES

#### LEVEL I

1. Have the children discuss how they depend on others at school, home and in the community.

2. Draw pictures and write stories about the services which are provided at school and in the community.

3. Help the children distinguish between goods and services by . .
   - A. sorting pictures.
   - B. taking trips to places which provide services and to places which make goods.
   - C. bringing visitors into the classroom.

4. HB, Book 1, Unit 6, The People Who Help Us, pp. 122-148.

5. HB, Book 2, Unit 6, Families Earn and Spend, pp. 136-165.

LEVEL II

1. HB, Book 3, Unit 5, Communities and Their Wants, pp. 172-206.

EVALUATION

Ask the learner to tell or write one way he or she depends on home, school, and community.

OBJECTIVE II

The learner will be able to work alone, plan for himself and carry through.

ACTIVITIES

LEVEL I

1. Provide seatwork which the children must do alone after they have been given specific instructions.

2. Encourage children to do simple creative writing and/or drawing.
   Let them decide what they want to write and/or draw.

3. Use Language Master or math kit. Have one child use it at a time.

4. Use "contracts" in teaching. The child will plan with the teacher what he or she needs and wants to do.

5. Read: DUSO, Story IV-C: John Teaches Himself, p. 108.

6. Read: DUSO, Puppet Activity IV-C: Mary's Problem, p. 93.

7. Read: DUSO, Puppet Story IVA: Prince Lazy Bones, p. 86.

8. DUSO, Role Playing Activity IVA: The Sitter, p. 93.

9. DUSO, Puppet Activity IV-D: Peter Rabbit, p. 96.

10. OJEMANN, Book I, Spoof Island, p. 59.

11. Have the children do simple errands, i.e., taking attendance cards to the office or taking lunch reports to the cafeteria.

12. Ask the children how they feel when they can work alone and succeed.

## ACTIVITIES

### LEVEL II

1. Encourage the children to do individual projects on the unit they are studying. Let the child decide how she or he wants to develop a project with the teacher's guidance.

2. Have the children do creative writing using various topics such as: (a) If I Were An Animal---I'd Like to Be a . . . (b) If I had a Million Dollars . . .

3. Use "contracts" in teaching--children plan with the teacher what they need and want to do.

4. Have the children do errands--Collect money for supplies from the school store and buy the supplies.

## EVALUATION

Check each child to see if he or she is able to work alone, plan for himself or herself and carry through. The child should be able to move freely from one activity to another witout disturbing others.

## OBJECTIVE III

### LEVELS I and III

The learner will demonstrate the ability to work effectively in small groups by playing games or working on classroom projects.

### ACTIVITIES

1. Encourage the children to use the Atlanta Follow Through games in addition to others that have been made or purchased.

2. Encouage children to help each other.

3. If possible invite older children into the room to work with small groups of children in skill development.

4. Encourage the children to form groups and write a play or make up a play on being independent at home or at school.

5. Encourage the children to work on Science, Social Science and Art Projects together.

## EVAUATION

Observe and note whether the child is working successfully in small groups by not disturbing other groups and contributing to the group.

## OBJECTIVE IV

The learner will name activities which he or she is allowed to do and is not allowed to do at home and school and tell the reason why.

### ACTIVITIES

#### LEVELS I and II

1. Ask the children to list what they are allowed to do at home and at school.

   (A) List things that the child is allowed to do at home that younger brothers or sisters cannot do.

   (B) List things that the child is not allowed to do at home that older brother or sister can do.

2. Ask the children to list things they would like to do at home and school. Have the children decide reasons why their parents do not always allow them to do what they want. Ask the children to see if they can begin to change their behaviors so that they can do some of the things they want to do.

3. Read: Wait for William, Marjorie Flack, and discuss what William can and cannot do.

## EVALUATION

Have the children name or write things which they want to do at home and school that they are not allowed to do. Make sure the children know the reasons why they are not allowed to do certain things.

# PARENT CURRICULUM

HOME-SCHOOL-COMMUNITY SYSTEMS FOR
CHILD DEVELOPMENT

Funded by the National Institute for
Mental Health

Grant No. 1-Rol-MH-16666-01A2-J.P.

The primary aim of this applied research project is to develop a curriculum package for parents and teachers which can be replicated to prevent learned behavioral disorders for children from Kindergarten through fourth grade.

More specific objectives are:

To substitute effective for ineffective behavior.
To improve the child's self-concept and with it his ability to function happily and well.
To improve interpersonal relationships among children, parents, and teachers by developing new communication skills.
To help children, teacher and parents develop skill in activating a problem solving process.
To understand the relationship between feelings and behavior.
To involve children in decisions about thier own behavior and learning, thus helping them to act responsibly.
To teach children to give accurate feedback as to their feelings and learning process, so that parents and teachers can help them more effectively.
To help teacher and parents function more effectively as facilitators of learning.

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FORWORD BY DR. LETSON

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Consistently Disobedient
Emotionally Upset
Fearful
Restless
Shy
Sneaky
Withdrawn

# INTRODUCTION

When your child was born, you felt very proud. You promised yourself to do your level best to bring him or her up to a good, happy, useful person. Nobody told you how. You just did the best you could, day by day. When problems came up, as they always do, you still tried to do your best. Sometimes you worried when things went wrong and you wondered if there was a better way.

Most parents have had no special training for the most important job in the world--bringing up children. Most teachers have had no training in how to deal with feelings, yet feelings are important to everything we do.

In school we've been trying some different ideas for helping to improve children's behavior. We're teaching children that it helps to understand feelings -- your own and the other person's. It also helps, when things go wrong, if we stop and ask ourselves, "I wonder what might be causing this person to act this way?" We can also ask ourselves, "What if I did this --what might happen? What else could I do?" Then we can make a good choice. We say to children who are mad or bothered, "I can see you're upset about something. Would it help to talk about it?" When children tattle, we say, "Can you tell the other person, 'I don't like it when you do that'?" When children hit each other, we say "Here at school we're helping you find better ways to settle your differences. What else could you do besides fight?"

Another part of our new approach is some communication skills for parents and teachers: a special way of listening we call Reflective Listening, and a way of talking when we don't like children's behavior called an I-Message. We've found it works out much better than scolding or punishing children, and gives them a chance to do the right thing. Everyone feels better and the day goes more smoothely. Our teachers are being trained in these new communication skills.

We'd like a chance to share with you some of these ideas and skills and to hear some of your ideas. We hope you can come to some meetings where we can talk together about how we can help children. We hope you'll visit your child's class and see some of the ways we are working with her or him. We're hoping you'll want to work with us, because that is the main idea, the home, the school and the community working together to help children.

## HELPING YOUR CHILD FEEL GOOD ABOUT HIMSELF

You are the mirror in which your child sees: who he or she is; whether he or she is trusted and respected; whether people like to have him around; what is expected of him; what he can become.

You can help him or her to feel: "I can do it myself!" "I'm pretty good at figuring things out!" "I can try!" "I can decide what is the best thing for me." "People like me and want to help me." Learning is fun!"

### HOW YOU CAN HELP

With your eyes, your tone of voice, a friendly pat, hug or kiss and your words, let your child know he or she is important to you. Take some time with your child each day, to enjoy the unique and special person she or he is.

Recognize and respect your child's feelings. Be in touch with your feelings as well as your child's. Let him know it's natural to feel angry, jealous, resentful or sad sometimes. Help him to deal with these feelings; don't tell him he shouldn't feel that way.

Catch your child being good, and comment on all the things he or she does right, or just when he's being peaceful and quiet. Can you remember the last time you spoke to your child about his behavior? Was it to compliment him or scold him?

In case of spills, accidents, wet or dirty pants, say what needs to be done to clean up, and DO NOT SHAME THE CHILD. Offer to help if it is needed. Ask the child to suggest ways to prevent this from happening again, then say "Shall we try that for a week and see how it works out?"

Listen without judging. Children have sensitive radar. They can tell from your expression what you think about them as a person.

Expect good behavior and good performance. Divide big tasks into small ones so your child can see progress.

Don't always tell your child what to do. Let him or her tell you what needs to be done, and ask, "What are some ways to go about it? Which way do you think is best?" This helps your child to gain independence, responsibility and self-direction. At first, it probably seems easier just to tell your child what to do, but gradully he learns to think and act on his own.

Allow for occasional lapses; don't demand perfection.

When you make a mistake, say so! It helps children to see that mistakes aren't fatal, and that people learn from mistakes. Children enjoy "catching" an adult in mistakes. Do it sometimes as a game.

Help your child to see that there are always choices; he or she can think about it and decide the best thing to do. "What might happen if you did that? What else could you do?"

Encourage creative thinking and imagination by such questions as: "How many different ways could we do this? What if you ran the world, how would things be different? How many different animal shapes can you see in the clouds?"

Be able to see the funny side of things. Laugh a lot, not at your child, but with him at the way things go.

Your undivided attention is the best reward for children. Try to give each child a few minutes a day of your attention when it's convenient for both of you.

Punishment makes kids stop whatever they're doing but doesn't help them gain self-control. It's better to help your child work out the underlying problem that's causing the bad behavior. This does not mean letting the child do just as he or she pleases all of the time, but recognizing and helping to deal with the feelings that are underneath every action. Here are some examples:

> "It hurts Susie when you hit her. We can't let people be hurt."
> "I can see you're upset when Billy takes the toy you wanted."
> "How can you play so you can both have fun? Do you have any ideas?"
> "You wish you could run as fast as Mary. How far can you jump?"

> "You don't like it when Jimmy pushes ahead of you in line. You feel it's unfair. How can we work it out so it is fair?"

Your child needs to feel that you are strong and will not let him hurt himself or others, and that you will help him to be good.

Learn to praise what you child has done, not evaluate his or her character: "Thank you for helping straighten the room," not "You're so helpful." Often children see praise as manipulation and think "I wonder what she's trying to get me to do?"

### TRY TO AVOID THESE PUT-DOWNS

Ridiculing, or name-calling: "Stupid!" "All right, Mr. Smarty" "You're acting like a baby!"

Showing by your expression or tone of voice that you wish your child would disappear: "Not again!" "Oh no!" "Ugh!"

Warning or advising constantly: "Look out, you'll fall!" "Be careful, don't bump into things!" "You'll get sick if you don't eat your carrots."

Interpreting, diagnosing or analyzing: "You're just trying to make me mad!" "You're just tired. You'll feel better tomorrow." "You're just jealous."

Scolding, judging, blaming: "You ought to know better!" You're acting very selfish!" "You'll be the death of me yet!"

Constantly teaching or preaching: "If I were you..." "It's not good manners to interrupt." 'How would you like it if I did that to you?" "See if you can behave yourself for a change."

Threats: "If you don't cut that out this minute, I'll..." "Don't ever let me catch you..."

## WORDLESS MESSAGES

What kind of messages about yourself are you sending without saying a word? What does the way you dress, stand, or walk say about you as a person? How can you encourage a child and give him support without words? Children respond well to a friendly look, a pat, a smile, a warm tone of voice, an interested expression.

When you stand over a child with your hands on your hips, how do you think he sees you? When you shake your finger or your head or frown, what message does he get?

## YOU NEED TO FEEL GOOD ABOUT YOURSELF

To help your child feel good about himself is one of the most important jobs anyone can have. It helps if you feel comfortable about yourself, too. You can be real with others and say how you feel without putting others down. You can see the funny side of things, and can laugh at yourself occasionally. You aren't afraid of saying "I don't know. Let's see if we can find out." You don't have to be bossy or show children you are important. You feel that you're doing a worthwhile job and you really enjoy helping children grow in independence and self-control.

The next part of this booklet tells you in more detail some of the things we'll be talking about in school. It also suggests things to do at home to help your child understand. We believe that if we work together we can help children grow up to be happier, more self-directed and responsible persons.

# COPING WITH FEELINGS

"I hate you! I don't want anyone to come near me! Just leave me alone." How many times have you heard your child make a similar statement? Are you willing to listen long enough to hear and understand his feelings and allow him to express them without shame or guilt? All children have feelings both positive and negative.

At school we will be discussing ways of coping with feelings. Perhaps you can do some of the following things at home to help your child deal with his feelings:

> Allow your cild to verbally express his anger or jealousy toward you or another member of the family without making him feel that it is bad or that he must love everyone in the family all of the time. He must also realize that there are limits and that you cannot allow him to hurt other members of the family. You might suggest the child draw a picture of how he feels or write a letter expressing his feelings if he is older.
>
> It helps teachers and parents to realize that when a child says "I hate you" or something similar the child is expressing the feeling of the moment and will use this often if he knows it will upset you. It might help if you would say: "I see you are really upset with me. I've hurt your feelings and now you are angry with me. Allow the child to fully express his or her feelings.
>
> Two excellent books which might help you to deal more effectively with your children are: Parent Effectiveness Training, Thomas Gordon and Haim Ginnott's Between Parent and Child.
>
> Books you can read to your child.
> What Color Is Love?, Joan W. Anglund.
> A Friend Is Somone Who Likes You, John W. Anglund.
> Mommies Are For Loving, Ruth B. Penn.
> Let's Be Enemies, Janice Udry.
> The Quarreling Book, Charlotte Zolotow.

# CHOICES AND CONSEQUENCES

Anne is begging for candy in the store. You are impatient and embarrassed when she acts this way. You say to yourself, "Wait unitl I get that child home."

In school we have been talking about the consequences our actions bring. We have been learning to plan ahead and to think about what we want and figure out ways we can get what we want that won't bother others.

You are helping when you:

Set stable limits for your child by giving him choices in behavior and telling him the consequence each behavior will bring. When the child chooses he then knows what to expect from you.

Encourage your child to think about choices by listing the choices he has in a situation. Then talk about the consequences each choice may bring. Then have your child choose.

Give your child a fixed allowance and require him to get all his extras from it. Allow him to manage his money as he wishes. Have the understandng that you will not give him more if he spends it all for candy and does not have enough for something he badly wants.

# NEEDS--YOUR CHILD'S AND YOURS

Every parent's done it some time. You're running late, probably because you have been doing something for the kids. You're glad to have done whatever you've been doing. But you're under a lot of pressure.

Then it starts. Your child comes in and asks you to find a toy. Then his crayons. Then to turn on the TV. And each time he's whining just a little bit more. Finally you explode: "Why can't you do anything for yourself? You're driving me crazy! Can't you ever just leave me alone?" That does it. The kid cries. You feel terrible. The pressure is even worse than it was. You're a good parent. You don't want things to be like this. But how could things be different?

In school we're taking about NEEDS. Everyone has many needs and we depend on other people to help us meet them. If your child is used to talking about needs you can understand together that whining is a way of trying to tell you about his need (attention) and that it's interferring with your need (time for yourself to do something you need to do.)

You are helping your child understand about needs when you:

Talk with your child about his need for rest at bedtime, food at mealtime, someone to love him and care for him. Talk about your needs too. Talk together about how he helps you meet your needs, and how you help him to meet his.

Discuss with your child how it feels to be cold, hungry and left out. See if he can think of ways to help others and how others can help him to meet his needs.

If your child is cross or fusses constantly ask him what he needs. It may be rest, activity, or to know that you care. Help him to ask for it in a direct way.

Try to arrange a special place (maybe a corner or a room) where your child can go when he feels the need to be alone. Explain that everyone needs to be alone sometimes. You do, too! See if you can work it out so that each person in your home can have a time to himself, and a place all his own.

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## BEHAVIOR IS CAUSED

Johnny seemed to be mad when he got up this morning and now he has just taken a cookie away from the baby. You want to slap him. You stop and ask yourself. "What is wrong with that child? He used to be so sweet. I wonder if he thinks that we love the new baby more than him. Could that be causing this behavior?"

We have been talking at school about how unmet needs such as the need for food, exercise, sleep, security and love can cause people to misbehave.

You are helping when you:

Ask yourself what is causing your child to act in a certain way. Is there some need from your child's viewpoint which is not being met?

Help your child to notice the good things in his life. Some people select out only the negatives to notice. These people are often the complainers that others avoid in adult life.

You can choose a time when you are not in a hurry or angry to tell your child how you want him to behave in certain situations. Practice the way you want him or her to act.

## ACCEPTANCE OF SELF

"Mother, that new boy at school is so dumb. He can't even hit the ball!" You hate hearing your child be critical of another. After all, he is not perfect. You would be thrilled if his math grades would improve. Yet you listen. You know that your child must love and accept himself before he can love and accept others.

Some of the ways you can help your child love himself or herself are:

Praise your child for what he does well. Make the praise specific by praising the act. "I am so pleased that you picked up your clothes. It made my day easier."

Keep your cool when your child makes mistakes. Everyone makes mistakes and this is how we learn.

You can help your child not to rely solely on others for his self esteem by letting him know that it is not her or him as a person you are correcting but the act. Teach her or him to think, "I am a fine person. I can learn not to do that," or "I am a fine person. I can do that."

Ask your child at the end of the day, "What do you feel good about of all the things you did today?" After you have talked about this, ask, "Is there anything you'd like to change?" If the answer is yes, help her or him to make a plan for changing with a definite time to begin trying the new way.

Help your child accept the fact that there will be some things which he or she may never do well and that he or she is not a failure as a person just because he or she does not excel in everything.

## LISTENING AND COMMUNICATION

You look up and see your child about to do something you've told her again and again not to do. Angrily, you yell, "How many times must I tell you not to do that!" You wonder how in the world you can get that child to listen.

Listening is a two-way process. If you can let your child know you're really tuned in to her feelings, she'll be more apt to listen to you. Teachers are learning a new way of talking and listening to children called Reflective Listening. At parent meetings you can learn this skill, too.

You're helping your child listen when you...

Play a game in which you give her three things to do, and see if she listened well enough to do all three in the order you gave. Then let her given you three things to do.

When your child is angry, do not scold or shame her for feeling that way. Say, "I can see you're really mad. Let's talk about it." Be sure to reflectively listen, and give her a chance to get it all out before you tell her what you think.

Talk about how she can help her friends by listening and trying to understand how they feel when they are upset or sad. If you can think of times when someone helped you by listening, tell her about it.

Express your own needs and feelings clearly and honestly. Don't try to act as if you aren't angry if you really are. Do try to express it in a way that doesn't stir up resentment. "I really hate it when things are in a mess and I can't find anything." "I feel terrible when I hear you say mean things about the other children." "I need some help right now to get this job done."

# FAMILY AND GROUP INTERACTION

Your child comes home looking mad and says, "That bunch of kids never wants to play any of the games I like. I hate them!" You know he has to learn to give and take to get along with all kinds of people. When he grows up, he needs to get along with the people where he works, and in the clubs or groups he will join. How can you help?

One way is to show him, by what goes on in your family, how people work it out when they disagree. Some parents think they always have to agree on everything. What often happens is that the parent who does not agree will bite his tongue and say nothing, and the child senses something is wrong. If he sees people disagree, it may help him handle his feelings when disagreements come up. When parents send good I-messages* about their own needs and feelings and reflectively listen* to the needs and feelings of others, disagreements can usually be worked out.

Plan ahead with your children for trips, outings, sports events, shopping trips, picnics, visits to homes of friends or relatives. Let your child tell you what needs to be done. Make lists, and see who can do what. As far as possible let children volunteer for the jobs they can do. Also talk about the social behavior that is proper for various events. See if they can foresee any problems that might arise. (What if you get separated on a shopping trip? What if someone offers you candy to get in a car? What if you wake up and smell smoke?)

As far as possible allow each person in the family to have a part in deciding what you will do. Some families have a regular time when they get together to make plans or to work out things that are bothering them.

---

*We'll show you how at Parents' Meetings.

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# RECOGNIZING AND ENJOYING LIKENESSES AND DIFFERENCES

"Mommy, why do I have to be so little? The other kids won't let me play. They just laugh and say I am too little."

"I hate being a girl! Boys get to play all the neat games and do all the good stuff."

What's going on here? Your child is recognizing that he is different in some way and is feeling bad about it. And it's hard to handle. You know that being different is special and that it is what makes him lovable. But how do you convince him?

We're working on just that in class. We want the students to understand and accept differences in people; to accept themselves and others as unique in appearance, abilities, likes and dislikes; and to understand that all people pass through various stages and differ in every aspect of their development.

You are helping by:

Encouraging your child to accept people for themselves alone.

Helping your child to try new things--not just those he's good at.

Not comparing one child's achievement with another's.

Helping your child to accept his liabilities as well as his assets. He needs to recognize that no one is good at doing everything.

Helping him when he feels inadequate at some skill. Help him understand that there are some skills that he may never be able to master, but he can still be an OK person.

The most important thing you can do is to show your child respect and consideration so that he will know that you value him as a unique human being and accept his liabilities as well as his assets.

Two books which are helpful are: _You Child's Self-Esteem: The Key To His Life_, by Briggs, and _I'm OK, You're OK_., by Harris.

## COOPERATION, SHARING, HELPING

Johnnie never gives up until he gets his way. When he gets into a fight over a toy with another child who is just as determined, you can step in and help them to solve their problem by teaching them to share. Hopefully he or she will discover that sharing is not always unpleasant but can be enjoyable.

Working together effectively by sharing activities, toys, friends, and responsibilities among different members of the family or in any group, makes people feel happier. Try the following:

A family discussion of cooperation, sharing, and helping.

Discuss various things around the house that need to be done and assign tasks in a democratic way.

Have a family discussion about responsibility and what happens if one member of the family does not do his part.

Discuss things we share in the family and things we share with friends.

# EXPECTATIONS AND GOALS

An older couple has moved in next door. You hear your child say to a friend, "They're real old so they'll be cross and cranky. We can't play over there any more." You hate to hear him talk like that because you want him to learn to judge people by the way they act, not on some expectation he may have about older people. How can you help him understand?

You are helping your child understand about expectations and goals when you...

Talk to him about what we expect of people. Do we expect all people with long hair to be hippies? Cops to be mean? Girls to be timid? Old people to be cranky?

Help him to set realistic goals that he can reach. Let him know you expect him to do his best, but you don't demand perfection!

When you try new foods or go to new places or meet new people, talk about it ahead if you can. Ask whether or not he expects to like new things and why.

Ask your child what he expects of you. Ask how he knows what you expect of him.

Try not to demand too much of your child. If you do, he may feel like a failure and stop trying.

# COPING WITH CHANGE

"I will not move to the city with the family. I want to stay here with my grandmother."

Children do not always realize that change can bring about gain and improvement and that changes to a new neighborhood or to a new school doesn't have to bring about a feeling of loss or separation. Change can be frightening but it can also be pleasant.

You can help your child to adjust to change by:

Discussing changes that will occur, especially the arrival of a new baby, an older relative coming to live in the home, or a hospital stay for a family member. Be realistic in giving the child an idea of what to expect, and allow him or her to express any concerns or fears he may have. Try to plan together ways to cope with the change.

Asking your child to think of things he or she can do to help make new friends when you move to a new neighborhood or a new school.

Asking your child if there were changes in his life that he feared and what he did to cope with his fears. If you can remember changes you feared and how you coped with them, you may want to share these.

Ask your child if he ever wanted to change his way of behaving for awhile just to see how it feels. For example, a very quiet, shy child might wish he was more talkative and outgoing. If he shows interest, encourage him to try it for a day and then talk about how it felt.

Ask your child if he or she would like to rearrange his room to experience change. Talk about how he or she felt after the change.

# INDEPENDENCE

"I'm going to ride over to Mike's house now, Mother, and I'll go by the grocery store and get a few things if you need them." You are glad to hear the offer of help and yet the traffic is heavy at the Shopping Center. What to do. You want your child to be independent and able to do things alone, but it is hard not to worry about his or her safety. Then you remind yourself that children seldom try to do things that they don't believe they can handle. They want to succeed.

You are helping your child become independent when you:

Have faith that your child is trying things which he can handle.

Listen to find out what your child wants to do alone and then help her or him work toward this goal.

Ask yourself if your behavior encourages your child to be independent or dependent.

Allow your child to select the clothes he or she wears to school.

Allow your child to run errands and do jobs around the house.

# REALITY, FANTASY, CREATIVITY

"Mother, I just pulled my tooth. If I put it under my pillow will the good fairy leave me a dime?" "Mary, forget about the good fairy and take this dime."

During childhood there is a constant conflict betewen reality and imagination. You know that the world is a complicated and difficult place and you want your children to be able to understand it and survive in it. You want to teach your children how to tell the difference between fact and fiction and this is important. Yet at the same time you do not want to turn off the imagination. You can help children to test their ideas against reality without throwing cold water on their creativity.

It will help if you use imagination games such as those suggested in Richard DeMille's book, Put Your Mother On The Ceiling. The section "How to put your mother on the ceiling" offers helpful suggestions for getting started.

Allow your child to tell you a favorite daydream.

Have your child share a fantasy which might help him to reach a desired goal.

## SENSES

"Mother, come quick, I have found a beautiful snake. What kind is it?" You rush out, thinking, "A snake. What kind has she found?" You are concerned, yet you want your child to enjoy and learn from the world around him.

In school we have been helping children use all their senses to observe and enjoy the world.

You are helping when you:

Enjoy some part of nature with your child.

Talk with your child about the pleasure he gets from his senses.

Seeing
Flowers
A sunny day
Cloud Patterns
Sunrise

Touching
A rabbit, cat or dog
A soft rug
A hug or a kiss
Squishing mud between the toes

Hearing
A crackling fire
A brook
Corn popping
Rain on the roof

Tasting
Ice Cream
A favorite food Mother or Daddy has cooked
New or foreign foods

Smelling
Anticipating what is cooking for dinner
Flowers
Pine trees
Herbs

Check to see if your child can name his senses. If not, you can help him at home.

Visit the garden for the blind at Piedmont Park.

Blindfold your child and ask him to find a certain object. The purpose of this is for him to experience for a brief time the frustration that a blind person feels and thus begin to learn compassion.

Help your child use his muscles in any kind of physical exercise.

# LEARNING

"Please, Mommy, let me help you make the brownies. Please let me rake the yard! Come quick and see what I found!"

You are busy and the children make so many demands. Yet you know that children learn by imitating you, by making mistakes and by satisfying their natural curiosity. How can you help your child learn and still get your work done?

You are helping when you:

Teach your child to do something you enjoy: How to bait a hook, do needle work, make Jello.

Play 20 questions with your child on a rainy day or during a long car trip.

Have your child cut out pictures of objects and sort these by the sound the word makes at the beginning or at the end.

Help your child put together a map of the United States by associating the name of each state and its shape.

Help you child believe that it is OK to make mistakes. We learn that way. Use every opportunity to ask your child if he can find ways to solve a problem. For instance, if you have a clay pot that doesn't have a drain dish that comes with it, ask him or her to think of all the things you might use instead.

## IF YOUR CHILD IS HARD TO HANDLE

About one child in every ten has a disposition that is hard to understand and to handle. These children from birth tend to be irregular in eating, sleeping and bowel habits and they are usually hard to toilet train. They generally don't like new things or people and their reactions are very strong. They are often irritable and easily frustrated. They may be allergic to many things, and usually cry a lot. If this sounds like your child, it's important to realize that he or she isn't trying to be bad, and that you're probably not the cause of his being this way. It's just the type of disposition he was born with. You would be wise to ask for help from your Community Mental Health Center for your child as you help him figure out how to deal with his feelings and problems. Punishment usually only makes matters worse. Letting him or her do anything he or she pleases is also a big mistake. What this child needs most is loving firmness, help with his problems and a strong belief that he is a worth while person and will turn out OK.

Of course, you can't always be calm and patient. Trying to act that way when you aren't confuses children. They can sense when you are upset or bothered, no matter what nice words you may be saying. They believe the silent message and think, "There must be something wrong with me." It is not easy to be open and honest with children about your own feelings.

## I-MESSAGES EXPRESS YOUR NEEDS

There is a way to express your needs and feelings without putting your child down, or judging or blaming him. We call it "sending an I-message." Some examples are: "I'm distressed when I see things torn up that cost me a lot of money," not "Why do you always tear up things?" "I don't like it when things are a mess, because then we can't find things we need," not "Must you drop things right where you get through with them?" "I need to have it quiet so I can think," not "You're so noisy I can't think."

At school, teachers are learning that I-Messages are a way to tell children when their behavior is not OK, without scolding or blaming them. Fussing at them and saying things like "You're so noisy" or "You're careless" or "You're acting like a baby" -- All these are "You-Messages." They make the child feel not OK, and then his behavior usually gets worse.

It takes practice to learn how to send "I-Messages" instead of "You-Messages." At parent meetings at school we'll show you how, so you can try it, too.

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## TO HELP YOUR CHILD GAIN SELF-CONTROL

Ask your child what sort of behavior the activities of the next 15 minutes call for. Let him or her tell you. Ask: "Do you have the power to be in charge of yourself? Can you behave in the way you have told me? Let's see if you can do it." If this doesn't work, say, "I see by your behavior it's very hard for you to do what we agreed. Do you need to go to the 'private office' for awhile until you can be in charge of yourself again?"

Have a pre-arranged place -- the child's room or a special chair. Have it understood that this is not punishment, but a place where your child can go on his own until he feels in control again. If he doen't want to be in control, say: "I see by your behavior that you want me to be in charge of you for awhile. Can you show me by the way you act when you are ready to be in charge of yourself again?" Try using a timer. Let the child set the timer for as many minutes as he thinks he can be in control.

The next few pages suggest ideas you might try if your child behaves in a way that bothers you.

## IF YOUR CHILD IS AGRESSIVE

### YOU MAY NOTICE THAT HE OR SHE

Wants his own way: is easily frustrated.
Is on the defensive; blames others.
Fights, hits, and picks on other children.
Quarrels constantly.
Is disruptive and destructive.
Lies and steals.
Talks back to adults or won't speak at all.

### POSSIBLE CAUSES FOR BEHAVIOR

Feels bossed too much; overpowered.
Afraid to express his feelings toward parents and takes it out on other children.
Over indulgent parents who give in to child's every whim.
Feels she or he does not get enough affection or attention.
Unhappiness in his relationships with others.
Feeling put down; unfairly treated; hurt; angry.

## HELPFUL HINTS

Give simple but definite standards of conduct.
Keep your child busy with physical activity such as running, jumping, pounding nails or clay or supervised wrestling.
Talk to your child privately: "I can't let you hurt others. What can we do so you can be in charge of yourself?"
Give him a chance to do things for you.
Help him to express his anger toward you: "Wow! I can see you are really upset with me. Can we talk about what is happening?" Then reflectively listen to his feelings.* Ask him what he can do to regain control.
Spend some time with him or her alone, doing something you both enjoy.

## DON'T FORGET

Be calm and patient. Improvement is usually slow. Expect setbacks. Scolding or punishing may stop the behavior temporarily but what your child really needs is help in coping with his angry feelings so he or she can succeed in getting along with others.

*At parent meetings at school we'll show you how to do this.

## IF YOUR CHILD IS CONSISTENTLY DISOBEDIENT

## YOU MAY NOTICE THAT HE OR SHE

Is sassy or impolite.
Refuses to do what you ask.
Wants his own way.
Rebels against authority.
Wants punishment or attention.
Does things behind your back when he thinks he can get away with it.

## POSSIBLE CAUSES FOR BEHAVIOR

Your child may be hungry or not feeling well.
Over indulgence by parents or teachers.
Too much bossing by parents or teachers.
Birth of a new baby, or some change in the family.
Unhappy because of problems in the family.
Wants to be accepted by other children.
May be testing the limits so he can know what to expect.

## HELPFUL HINTS

Provide mid-morning and mid-afternoon snack of fruit, milk, nuts, cheese -- not sweets.
Talk with the teacher.
Give your child extra responsibility.
Encourage your child to talk about his feelings. Reflectively listen.*
Try to develop a closer relationship with your child.
Ask your child to suggest ways to get in control of himself or herself.
Let him know you believe he can do the right thing and you have confidence that he will.

## DON'T FORGET

Punishment, scolding or threatening is not helpful -- it only makes your child resentful and sneaky.
Your child may try to explain his actions by giving reasons for his difficulty. Reflectively listen* to his side of it, then help him to figure out what is the best thing to do.
Misbehaving to some extent is normal.

*We'll show you how at Parent Meetings.

# IF YOUR CHILD IS EMOTIONALLY UPSET

## YOU MAY NOTICE THAT HE OR SHE

Sometimes will not talk at all; keeps to himself.
Is very irritable and quick to anger.
Feels that no one likes him or her; feels picked on.
Has fears and worries that keep him from learning.
Uses illness to avoid unpleasant things.
Does not respond unless he thinks he is right.
Knows something one day and forgets it the next.
Fails in school with no apparent reason.
Has a "chip-on-shoulder" attitude, or a "don't care" attitude.

## POSSIBLE CAUSES FOR BEHAVIOR

Physical condition such as low blood sugar (hypogylcemia) or poor nutrition; allergies.
Too many failures; doesn't expect to succeed or to be liked.
A crisis in his life.
Slow physical or social development.
Premature or rapid physical maturation.
Lack of affection and encouragement from parents or teachers.
Parents expect too much from child; are always bossing.
Problems with other children in the family, or neighbors.
Child may be tense and unable to relax.
Parents or teachers have labeled him a problem; they expect trouble.

HELPFUL HINTS

Provide a place where your child and go, on his own initiative, when he feels he is out of control. Make it clear that you expect him to return when he feels in control again.
Let him feel your trust and your good expectations for him.
Use Reflective listening* when you can see he is upset. Don't judge or condemn his feelings or tell him he shouldn't feel that way.
Provide nutritious snacks of milk, cheese, fruit or carrot sticks. Avoid sweets. Discuss good nutrition and how it affects the way we feel.
Notice the occasions when your child gets into trouble. Problem solve with him: How could we keep this from happening again? (Caution: no blaming or punishment!)
If he agrees to do something and does not, scolding doesn't help. Try: "James, I see by your behavior that it's very hard for you to do what we agreed. What ideas do you have that would help?"
Try giving the child a timer. Let him set it for the number of minutes he agrees to do a certain activity. Help him to make a chart or graph showing the number of minutes he is in control each day.

*We'll show you at Parents' Meetings how to do this.

Give him or her a back rub at nap time or bed time to help relax.
Plan some times when you do things you both enjoy.
At bedtime, ask: "What did you like about today? What bothered you? Can we plan so it won't happen again?"
Physical activity releases tension: batting balls, driving nails, running, pounding clay, dance or rhythmic movements, pounding a punching bag.

DON'T FORGET

Your first task is to help your child feel good about himself; THEN he can learn.
Behavior change comes about slowly. Help others in the family to see him as changing. Patience, persistence and positive expectations help!
This child has experienced rejection; he will be searching your eyes, your manner, your body language to see if he reads rejection there too.
Finding his good points, and commenting on them for all to hear, will do wonders for his sagging self-esteem.
Holding in or denying feelings may aggravate the child's problem.
Help him release feelings constructively without hurting others or himself. "I can see you are really furious. How can you get rid of these bad feelings so you can feel good again?"
Professional counseling may be helpful if problems persist. Asking for help says you're parent who cares.

## IF YOUR CHILD IS FEARFUL

### YOU MAY NOTICE THAT HE OR SHE

Panics or gets frustrated easily.
Shows anxiety; trembles at the slighest provocation.
Is withdrawn and moody.
Doesn't want to try new things or meet new people.
Fears criticism.
Needs reassurances constantly.

### POSSIBLE CAUSES FOR BEHAVIOR

World conditions today: crime, violence, disaster.
Parents who openly express their fears.
Death or injury of someone close to him.
Overly protective parents.
Harsh and regular punishments.
Agressive playmates.
Physically underdeveloped to achieve what is expected of him by parents, friends, teacher.

### HELPFUL HINTS

Saying "Don't be afraid," is not helpful. This denies his feeling, which is real.
Help him to acknowledge his fears by reflecting his feelings: "You're scared of the lightning because you think it might hurt you."
Give him a variety of creative activities to release his fears; painting, modeling clay, dancing, music, dramatics.
Explain that everyone has some fears but we can learn to cope with them.
Have him to write about or draw a picture on "What Makes Me Afraid."
Discuss possible reasons for his fears and ask him how he could find ways of coping with them.
Give him work at which he can succeed. Build up his confidence.
Acknowledge his accomplishments.

### DON'T FORGET

There is always a reason behind every fear.
Your own reactions are important, as they affect the child.
It is natural for most people to fear some things.
A child who is happy and successful at home and at school is more apt to cope with and to overcome fears.

# IF YOUR CHILD IS RESTLESS

## YOU MAY NOTICE HE OR SHE

Pulls or twists his hair.
Is tense and easily upset.
Bites his pencil; picks his nose; bites his fingernails; taps his desk; swings his feet constantly.
Has tics of various kinds.
Rocks on chair; seldom still.
Needs to use the bathroom often and goes to the water fountain frequently.
Wanders aimlessly around the room.

## POSSIBLE CAUSES FOR BEHAVIOR

Child feels bossed too much.
Child could feel his parents and teacher do not love him enough.
Trying too hard to succeed.
Physical or health problems: poor nutrition; diabetes; pinworms -- pediatricians say 75 per cent of children have them.
Children need to move around and use their muscles; they can't sit still for long without squirming.

## HELPFUL HINTS

Give him a chance to move around when he feels he needs to. See that he gets plenty of exercise, such as running and jumping.
Provide nutrition snacks; talk to children about foods which provide lasting energy (proteins).
Allow child to do things he can do successfully.
Use praise carefully so he does not feel it as manipulation.
Encourage him to develop a skill in which he can excel.
Show him that you trust him.
Try to be calm and patient when working with him.
Seek professional advice from skilled guidance counselors.
Talk to children about washing hands often, especially after toileting.
Caution children about chewing pencils. There is lead in the paint which is poisonous.

## DON'T FORGET

There is a reason for all behavior. It helps to look for possible causes.
If you are tense your child may be too.
It is not helpful to embarrass your child, scold or fuss.
Room temperature too high or low can cause restlessness.

# IF YOUR CHILD IS SHY

## YOU MAY NOTICE THET HE OR SHE

Speaks softly.
Finds it hard to look people in the eye.
Has difficulty carrying on a conversation.
Has few friends.
Has difficulty standing up for himself and expressing his ideas.
Appears listless and tired.
Is unable to ask for what he wants or needs.
Appears frightened of new situations.

## POSSIBLE CAUSES FOR BEHAVIOR

He hasn't experienced success very often and is afraid of failing.
Parents or teachers make high demands of the child.
Over protection.
Poor nutrition resulting in lack of energy.

## HELPFUL HINTS

Be ready with a kind word, a smile, a touch, a look.
Let him do as much as he can on his own. Offer help only when asked.
Hunt for areas of strength where he can assume leadership.
Praise often and specifically his accomplishment, not his character.
Send him on simple errands, at first with no oral message.
If the child does not talk, see if he will act out stories you read or tell him.
Take him places: The library, the supermarket, the church, the bank. Get him a library card and show how to use it. Take him to a restaurant and let him order his meal. Start a savings account and show him how to make deposits.

## DON'T FORGET

Give many opportunities for the child to participate: never force him.
He needs the security of knowing exactly what is expected of him in each situation.
Forcing the child into the spotlight before he is ready could harm him.
He could have a health problem. Talk to your doctor.
Let him know you like him. Do things you can enjoy together.
Let him or her have an outing with one parent only-just the two of you.

# IF YOUR CHILD IS SNEAKY

## YOU MAY NOTICE THAT HE OR SHE

Tries to get others in trouble.
Seems to enjoy seeing others in trouble.
Says he had nothing to do with it.
May cheat to try to win.
May be physically small.
May have few friends.
Steals things and lies about it.

## POSSIBLE CAUSES FOR BEHAVIOR

Maybe trying to substitute things for love or friends.
Feels that he cannot succeed.
Feels that others are against him and do not like or love him.
Teachers or parents may be over strict.
May be afraid to tell the truth for fear of being punished or for fear adults will scold.

## HELPFUL HINTS

Work with the child so that he will be able to communicate his feelings honestly.
Give him jobs that will help him feel worthwhile.
Praise him for the things he does well. Make the praise specific.
Develop a close reatlionship of trust with the child.
Talk with him privately about ways to be liked and to make friends.
Work closely with his teacher.
Try open ended puppet and dramatic play situations similar to those that he has been involved in.
Help him to see the others' viewpoint.

## DON'T FORGET

The child may wish to be loved and accepted and may have a desire for attention, yet he is afraid to do things openly.
Punishment may make things worse; he may just try to make sure he doesn't get caught.
He needs help in doing things openly.
He may have a deep seated emotional problem that requires help.
Asking for help for yourself and your child at the Community Mental Health Center means you care.

# IF YOUR CHILD IS WITHDRAWN

## YOU MAY NOTICE THAT HE OR SHE

Seldom enters into a group activity.
Is easily upset by problems that other children take in their stride.
May have difficulty attending to and finishing a task.
May have a vacant expression and appear to be daydreaming.
Appears worried, sullen, or unhappy.
Believes his ideas are not worth much.
Keeps to himself; doesn't talk much.

## POSSIBLE CAUSES FOR BEHAVIOR

May not be feeling well.
Has not developed a strong attachment to an adult model.
Has felt that he has failed more than he has succeeded.
Has been nagged and browbeaten.
May have an emotional problem.
May be afraid to express his feelings for fear of being considered "bad"
May have a learning disability that requires special help.

## HELPFUL HINTS

Develop a feeling of closeness with him. Let him know you care how he feels, by listening to him.
Let him invite a friend over to play or spend the night.
Give him small tasks that he can easily accomplish.
Praise him often and specifically.
Encourage him to take part in creative activities such as puppet plays and art projects. Help him pursue his special interests.
Ask the teacher to work with you.
At bedtime, ask: "What did you like about the day? Anything you wish were different?"
See what he is eating properly. Avoid too many sweets -- Offer nutritious snacks of fruit, milk, cheese, nuts or meat between meals.
If he seems to have a learning disability, insist on special help for him or her.

## DON'T FORGET

Often, a child withdraws from a situation that is too difficult to handle.
Parents and teachers can work together to help the child.
Unpleasant situations will cause him to withdraw more.
Making friends will help draw him out.
Let the child do as many things alone as you can, even if they are not done perfectly. Offer help only when asked.

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Let him know you enjoy being with him. Plan things you both enjoy doing.

If your child still seems withdrawn after you try these suggestions, ask your Community Mental Health Center to help you work it out.

# APPENDIX D

## SUMMER WORKSHOP

## Home-School-Community Systems for Child Development

## INTRODUCTION

The purpose of the summer workshop is to prepare teachers to teach the behavioral science curriculum which is being developed by the Home-School-Community (H-S-C) project. Kindergarten, first, second and third grade teachers from the two experimental schools, Rock Springs and Finch Elementary Schools, will participate in the workshop. A total of 15 teachers and 2 principals will be included in the workshop. The workshop will begin on June 21, 1971 and continue through July 30, 1971.

The curriculum for the workshop will consist of nine instructional "packages" (refer to following pages). Several of the "packages" will be individualized to encourage the teachers to progress at their own rate. Other "packages" will be group activities which will require the participation of all the teachers. Packages 7, 8, and 9 will be developed and conducted by members of the consortium. Also packages 5 and 6 will be optional. A specific description of each package will be included in the following pages.

# GOALS

1. The teachers will develop an attitude of acceptance toward all the children in their rooms.

2. The teachers will understand and appreciate the basic concepts of the program and help the children internalize them.

3. The teachers will learn to guide interactions of individuals in groups by developing the communication skills of reflective listening, congruent sending, and activating the problem solving process.

4. The teachers will understand that behavior is caused and is a function of its consequences and will develop constructive techniques for working with their pupils based on that knowledge.

    A. Teachers will realize that how they perceive a child will influence their actions toward the child and thus affect the child's self concept.
    B. Teachers will recognize that the expectations they have toward a child's behavior will often be fulfilled because of their actions toward the child.
    C. Teachers will develop skills in behavior modification.

5. Participants will become involved in planning and carrying out learning activities and experiences appropriate to their won particular needs, after examining the learning activity packets.

6. The teachers will experience the same open climate conducive to acceptance and learning which they can create in their classrooms.

7. Teachers will be able to establish their own goals for personal growth which, if they are able to internalize, will help them in their relationships with children, parents, and co-workers.

# OBJECTIVES AND PACKAGES FOR TEACHERS

1. Each teacher will define and write up activities, materials and evaluations for three concept areas within the curriculum.

   PACKAGE 1

   Each teacher will choose three concepts to develop into units. She will identify activities, materials and write evaluations. The concept statements and performance objectives will be provided for the teachers as a basis from which to work. The staff will work with the teachers.

2. Each teacher will examine and become familiar with the materials purchased for the program.

   PACKAGE 2

   The teachers will read and examine the materials purchased for the project and will incorporate these materials appropriately into their units.

3. Each teacher will teach at least one lesson using the unit she has developed and have the opportunity to be videotaped or write out a self-evaluation.

PACKAGE 3

The teacher will teach a lesson from the unit she has developed; have the opportunity to be videotaped, critique herself, and reteach the lesson with a different group of children or write a self evaluation.

4. Each teacher will demonstrate techniques of reflective listening, congruent sending, and be able to activate the problem solving process within the group of teachers.

PACKAGE 4

Each teacher will work with the total group and in small groups to develop the communication skills of reflective listening, congruent sending, and will demonstrate by role playing the ability to activate the problem solving process.

5. The teacher will read books and articles and listen to tapes by psychologists concerning affective education.

PACKAGE 5 (Optional)

The teacher will have the opportunity to listen to at least two tapes and to read three books and articles which relate to and give background for the project.

6. Teachers will have the opportunity to make materials to aid them in individualizing instruction.

PACKAGE 6 (Optional)

After working four hours with Donna Baker, each teacher who participates will have made four or five Follow Through Games.

7. The teachers will work with Dr. Robert Saxe to develop competencies in working with parents.

PACKAGE 7

After working twelve hours with Dr. Robert Saxe, the teachers will demonstrate by role playing the ability to:

1. Conduct a parent conference.
2. Lead a discussion with parent groups.
3. Relate to parents in time of crisis.
4. Involve parents in school projects.
5. Teach family concepts to children.

8. The teachers will work with Dr. Richard Lyles to develop self awareness.

PACKAGE 8

After working with Dr. Richard Lyles for twelve hours, the teachers will demonstrate the ability to recognize and own their feelings and then to be aware of the thoughts and beliefs which accompany the identified feelings.

9. The teachers will participate in group experiences with Dr. Douglas Slavin and Roxilu Bohrer to demonstrate communication skills and behavior modification.

PACKAGE 9

After working twenty-two hours with Dr. Douglas Slavin and Roxilu Bohrer, the teachers will demonstrate:

A. The ability to listen reflectively, send congruent messages and activate the problem solving process by means of role playing and written responses to typical classroom situations.

B. An intellectual understanding of behavior modification and how to set up a system of rewarding positive behavior as evidenced by a sentence completion form.

# EVALUATION

The evaluation of the workshop will have several forms, but the greatest emphasis will be placed on "self evaluation." The instrument for self evaluation will be the Goal Attainment Follow-up Guide (refer to the attached copy). At the beginning of the workshop, each teacher will develop one or more behavioral objective for each instructional package. She will list the possible results for each objective from most unfavorable (scale value of -2) to best anticipated results (scale value of +2). At the end of the workshop each teacher will receive a score for each objective based on her success in accomplishing the objective. The average score of all the objectives for a particular teacher will provide a score for that teacher. The average score for a teacher will range from -2, most unfavorable outcome, to +2, best anticipated success, with 0 denoting the expected outcome. The objectives will be formulated by the teachers and reviewed by a member of the staff and the teacher. Copies of the Guide with the teacher behavioral objectives will be kept by Mrs. Bohrer and the teacher. At the completion of the workshop, each teacher will check her level of success for each objective. The teacher's success, scores on specific objectives and individual averages, will be reviewed by the teacher and a member of the staff. This procedure will help to evaluate the success of the workshop and, perhaps more important, indicate areas where a teacher may need more preparation.

Each teacher will critique herself on her ability to teach the behavioral science curriculum. The teachers will teach at least one lesson and have the opportunity to be videotaped. Upon reviewing the videotape, the teacher will write out a self-evaluation denoting her strong and weak points. She will have the opportunity to re-teach the lesson with a different group of children or teach a similar lesson to the same group.

At the mid-point of the workshop, July 9th, the teachers will be requested to list anonymous comments concerning the workshop. The comments will be of the following form: "I would like to have more ...." and "I would like to have less ...." Each comment will concern some specific aspect of the workshop such as group activities, feedback, etc.

Upon completion of the workshop, the teachers will be asked to rate on a Program Comment Sheet the following aspects of the workshop: general meeting objectives, subject matter, reaction to the workshop as a whole, and methods of instruction (refer to attached copy of Program Comment Sheet). Group data will be analyzed in the form of frequencies as opposed to individual data.

Follow-up information will be collected on the effect of the workshop during the academic year, September, 1971 to June, 1972. Project staff will observe and videotape the teaching of the behavioral science curriculum. These observation and taping sessions will be followed by critique sessions between project coordinators and teachers. Frequent individual and group sessions will be held. Data on the average time each teacher spends teaching the curriculum as well as written comments from each teacher on the effectiveness of the workshop will be collected. Teachers' comments will be used as a subjective evaluation of the workshop and as a guide in developing future workshops. Also the Minnesota Teacher Attitude Inventory (MTAI) will be used to measure changes in teachers' attitude resulting from the workshop training and experience in teaching the behavioral science curriculum. The MTAI was administered to control and experimental teachers in April, 1971, prior to involvement with the Home-School-Community project. It will be readministered towards the end of the academic year 1971-1972 to the same group of teachers. Attitude changes of experimental and control teachers will be compared to determine whether the attitudes of teachers involved with the project will have changed.

## WORKSHOP COMMENT SHEET

A. Meeting Objectives

1. Please rate the attendance objectives, as listed below, according to their importance to you, using the following ratings: A = of great importance; B = of some importance; C = of little importance; D = of no importance.

2. Then indicate at the right the extent to which your objectives were achieved by placing an 'x' in the appropriate column.

| Objective | Importance Rating | Extent Achieved<br>Very much so | To some extent | Not at all |
|---|---|---|---|---|
| Learn new ideas | ____ | ____ | ____ | ____ |
| Exchange information and ideas | ____ | ____ | ____ | ____ |
| Become acquainted with the subject | ____ | ____ | ____ | ____ |
| Help me perform my work more effectively | ____ | ____ | ____ | ____ |
| Broaden my contacts in the field | ____ | ____ | ____ | ____ |
| Obtain an up-dating of the subject | ____ | ____ | ____ | ____ |
| Solve a job-related problem | ____ | ____ | ____ | ____ |
| Continue my development and education | ____ | ____ | ____ | ____ |
| Other: ____________________ | | | | |
| ____________________ | | | | |

B. Subject Matter

1. Please indicate your reaction to the aspects of the subject matter listed below by placing an 'x' in the appropriate column.

| The subject matter: | Yes | To some extent | No |
|---|---|---|---|
| a. was well-balanced between theory and fact | ____ | ____ | ____ |
| b. provided new information | ____ | ____ | ____ |
| c. was too general for my purposes | ____ | ____ | ____ |
| d. was too complex | ____ | ____ | ____ |
| e. provided specific ideas | ____ | ____ | ____ |
| f. was valuable for practical application | ____ | ____ | ____ |
| g. was too theoretical | ____ | ____ | ____ |
| h. was on too elementary a level | ____ | ____ | ____ |
| i. was pertinent to my needs and interests | ____ | ____ | ____ |
| j. gave me ideas that will help me perform my job more effectively | ____ | ____ | ____ |

## C. Methods of Instruction

1. Please check the degree of effectiveness of the instructional methods used at this meeting and then indicate at the right what proportion of time should be devoted to each.

| | Very effective | Somewhat effective | Not effective | % Time |
|---|---|---|---|---|
| a. Writing activity packages -- curriculum development | ___ | ___ | ___ | ___ |
| b. Individualization | ___ | ___ | ___ | ___ |
| c. Conference with staff (discussion, critique, etc.) | ___ | ___ | ___ | ___ |
| d. Consultants sessions | ___ | ___ | ___ | ___ |
| | | | | 100% |

Answer the next questions only if applicable.

2. With respect to the consultants' sessions, how satisfied were you with:

| | Very satisfied | Somewhat satisfied | Not satisfied |
|---|---|---|---|
| a. Leadership of the session | ___ | ___ | ___ |
| b. Subject matter of the session | ___ | ___ | ___ |
| c. Quality of the discussions | ___ | ___ | ___ |
| d. Extent of your own participation | ___ | ___ | ___ |

## D. PLEASE RECORD YOUR OVERALL REACTION TO THE WORKSHOP BY PLACING AN 'X' AT THE APPROPRIATE POINT ON THE SCALE.

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | | EXCELLENT | | | | | GOOD | | | | | FAIR | | | | | POOR | | |

## E. COMMENTS

___

___

___

___

___

## SCHEDULE FOR HOME-SCHOOL-COMMUNITY WORKSHOP

C. W. Hill School — 386 Pine Street, N.E.
June 21 through July 30
8:30 A.M. through 12:30 A.M.

| | | |
|---|---|---|
| MONDAYS | 8:30 - 10:30 | Dr. Robert Saxe<br>Exploratory discussion of concept development with Dr. Saxe to clarify concepts in preparation for writing curriculum units. |
| | 10:30 - 12:30 | Dr. Douglas Slavin<br>Participation in group processes, communication skills, and techniques in behavior modification. |
| TUESDAYS | 8:30 - 11:00 | Writing activity packages for curriculum units. Teaching and videotaping units. |
| | 11:00 - 12:30 | Dr. Richard Lyles<br>Group discussion of rational - emotive processes as applied to children and adults. |
| WEDNESDAYS | 8:30 - 10:30 | Curriculum development |
| | 10:30 - 12:30 | Dr. Slavin, Group processes. |
| THURSDAYS | 8:30 - 11:00 | Curriculum development |
| | 11:00 - 12:00 | Dr. Lyles, Rational - emotive processes. |
| FRIDAYS | 8:30 - 10:30 | Curriculum development |
| | 10:30 - 12:30 | Dr. Saxe, working with parents. |

NOTE: During the last two weeks, the weeks of July 19 and July 26, Dr. Lyles will not meet with the group on Tuesdays and Thursdays. This will allow time for completing the writing of the curriculum units by July 22. On July 22 Donna Baker will meet with the group to make games. The final week will be spent refining curriculum units.

GOAL ATTAINMENT FOLLOW-UP GUIDE

| | INDIVIDUAL OBJECTIVES | | | |
|---|---|---|---|---|
| Scale Attainment Levels | Objective 1 Package ___ | Objective 2 Package ___ | Objective 3 Package ___ | Objective ___ Package ___ |
| Most unfavorable outcome thought likely. (-2) | Zero concept areas. | No teaching. | No written identification of feelings and accompanying thoughts and beliefs. | |
| Less than expected success. (-1) | 2 concept areas completely or 3 partially. | Teach one or several lessons -- NO video-tape, etc. | | |
| Expected level of success. (0) | Develop activities, materials, and evaluation for 3 concept areas. | Teach a lesson, video-tape, critique, or re-teach. | FEELING BAD -- Pinpoint an activitating event, describe consequences and write down what you were saying to yourself. | |
| More than expected success. (+1) | Greater than 3 concept areas developed. | Teach several lessons, video-tape, and review. | | |
| Best anticipated success. (+2) | 3 or greater concept areas developed and tested. | Teach several lessons, video-tape, critique, and re-teach. | Keep diary on activating events, consequences, and irrational ideas for one week. | |

# TRAINING PACKAGE FOR FINAL WORKSHOP

# "INCORPORATING HUMAN RELATIONS AND COMMUNICATIONS SKILLS INTO THE ELEMENTARY SCHOOL PROGRAM"

HOME-SCHOOL-COMMUNITY STAFF

ROXILU BOHRER, M.A., DIRECTING-COORDINATOR
BETTY MAPP, M.A., COORDINATOR
DONNA SELLEN, M.Ed, COORDINATOR

# HUMAN RELATIONS AND COMMUNICATION SKILLS WORKSHOP

OBJECTIVES:

1. To Increase Participants' Interpersonal Communication Skills in These Areas:

    A. Using Reflective Listening Skills to Facilitate

        (1) Pupil Involvement in Lessons
        (2) Helping Another Person When He Owns the Problem

    B. Confronting in a Non-Judgmental, Non-Threatening Way Another Person Whose Behavior Is Unacceptable to You. (I-messages or Congruent Sending.)

    C. Resolving Conflicts

        (1) Conflicts of Needs
        (2) Conflicts of Values

2. To Suggest Ways to Utilize These Communication Skills to Improve Human Relations Between Teachers and Students, School and Parents, Administrators and Faculty, and Between Students.

    A. Communicating Respect for and Enjoyment of the Differences in People

    B. Creating a Climate of Mutual Trust

3. To Explore Ways to Changing or Re-Structuring the Classroom Environment So As to Minimize Problem Behavior and Maximize Self-Actualization

## DEALING WITH THE BEHAVIOR OF OTHERS

Think of a person (student, teacher, friend, parent, or spouse) with whom you have a day-by-day relationship. Write below three things you can hear him/her say or see him/her do -- three specific behaviors that are acceptable to you.

1. ________________________________________
2. ________________________________________
3. ________________________________________

Now think of three specific behaviors that are not acceptable to you.

1. ________________________________________
2. ________________________________________
3. ________________________________________

In this workshop we will explore and practice different ways of dealing with acceptable or unacceptable behavior.

## BECOMING AWARE OF YOUR USUAL WAYS OF RESPONDING

What are some of the ways you usually respond to people?

1. A student who is very capable, well-liked and attractive, says to you, "Nobody likes me! I wish I were more like Barbara."
   You say: ________________________________
   ________________________________________

2. A student says: "It's not fair! Just because I'm black/white and you're white/black you're harder on me."
   You say: ________________________________
   ________________________________________

3. A parent says, "Schools these days don't really teach respect for adults and rules like they should."
You say: ________________________________________

________________________________________

Dr. Thomas Gordon, in his book Parent Effectiveness Training, lists 12 typical ways adults respond to children:

1. ORDERING, DIRECTING, COMMANDING
"Stop putting yourself down!"
"Don't talk like that to me!"

2. WARNING, THREATENING, PROMISING
"If you keep talking like that, people won't like you."
"One more remark like that and you'll have to leave the room."

3. MORALIZING, PREACHING, SHOULDS AND OUGHTS
"You ought to realize that it's the parents' job to teach respect."
"You should feel proud of your good qualities."

4. ADVISING, GIVING SOLUTIONS OR SUGGESTIONS
"Why don't you make a list of all your good qualities and compare them to hers?"
"I suggest you start teaching respect at home immediately."

5. TEACHING, LECTURING, GIVING LOGICAL ARGUMENTS
Trying to influence the other with counter arguments, facts, logic, or your opinion.
"Let's look at the facts: what has she got you haven't?"
"We teach respect every day in many ways."

6. JUDGING, CRITICIZING, DISAGREEING, BLAMING
"I couldn't disagree more! She's not half as attractive as you!"
"Anybody who would make a remark like that is just trying to stir up trouble."

7. PRAISING, AGREEING
Offering a positive value or judgment
"Well, I like you!"
"Right! Schools don't teach respect; neither do parents!"

8. NAME-CALLING, LABELING, STEREOTYPING
Making the other person feel foolish or ashamed.
"You're one of the trouble-makers."
"Your parents always blame the schools."

9. INTERPRETING, ANALYSING, DIAGNOSING
Telling the other why he is doing something; letting him know you have him all figured out.
"You're just jealous of Barbara."
"You're just trying to make me mad."

10. REASSURING, SYMPATHIZING, CONSOLING, SUPPORTING
"You'll feel better tomorrow."
"I used to feel that way, too."

11. WITHDRAWING, DISTRACTING, SARCASM, HUMORING, DIVERTING, INDIRECTION
Trying to get the other person away from the problem, kidding him out of it, turning away from it yourself.
"I really don't want to discuss it now."
"Parents are so perfect, too bad teachers can't be, too!"

All the above types of responses tend to turn the other person off and stop the conversation. Sometimes they make the other persons feel that you don't trust him, that he's not very smart, that you don't really care how he feels, or that he's bad for feeling that way. Some of them take away the other person's chance to come up with a solution, because you've handed him a ready-made one. These all can be roadblocks to communication.

## OTHER WAYS OF RESPONDING

13. SILENCE

14. NON-COMMITTAL ACKNOWLEDGMENT
"Oh" "Um hm" "I see" "Really"

15. DOOR OPENERS
Invitations to say more:
"Let's talk about it."
"I'd like to hear your ideas."

16. FEEDBACK, REFLECTING, MIRRORING
Receiver re-states or mirrors back sender's message, with no inputs of his own.

## REFLECTIVE LISTENING

First listen for the feeling in another person's voice and words -- Is it pain or pleasure? Then find a word or phrase that fits the feeling and use it in responding.

Hint: Try to make the words basic. Listen for the underlying cause of the other's feelings, if you can find it; usually it is necessary to reflect more than once.

Example:

Sender: "I hate you!"

Reflective response: "Wow! I must have hurt your feelings!"

## REFLECTIVE LISTENING

TRY THESE EXAMPLES: REFLECT THE FEELINGS IN THESE STATEMENTS

1. The end of year really gets me down.
2. I enjoy Charles so much. I hate to see him leave my room.
3. The "lady" is always picking at me about something.
4. I never get any of the materials I want and need!
5. I'm really pleased with the way Jimmy is improving.
6. Jerome always picks on Kelvin.
7. Oh, I feel so good about what happened!
8. I can't stand that kid another minute!
9. Boy, did that parent give me the brush off.
10. I got some great ideas at that meeting.
11. That child never listens.
12. I'm really excited!

Reflective listening is appropriate when:

1. The other person comes to you with a problem, and appears to accept you as a helping person.
2. A student appears puzzled or worried about his lesson.
3. Another person (student, parent, teacher, friend) confronts you with an angry remark or ugly words.
4. Group problem solving.
5. After sending an I-message expressing your own needs.
6. You have the time and the desire to help.

# DEALING WITH UNACCEPTABLE BEHAVIOR
## (I-MESSAGES)

When the behavior of others is unacceptable, we try in various ways to get them to change. Often we send roadblocks which cause resistance, make the other person feel put down, or build walls between us. All the roadblocks are You-messages. Dr. Thomas Gordon suggests that an I-message is much more likely to produce helpful change because it describes me, not the other; it can tell the effects of the other's behavior on me, producing data, not blame; and it helps me focus my feelings on the effects on me, not my feelings toward him. To get the other person to change unacceptable behavior, send an I-message which:

1. Describes the behavior in non-blameful terms.

2. Tells the tangible, concrete effects on you.

3. Tells your feelings as a result.

   Be ready to reflectively listen any defensive answer.

   Example: Two boys are playing their transistor radio full blast outside your open window while you are trying to have a conference with a parent.

   You: "When the radio is going so loud, it's hard for Mr. Smith and me to hear each other, and I'm afraid we won't be able to decide what needs to be done."
   (If they say, "So what?" you respond:
   "It seems to you I'm being fussy?" and continue to reflectively listen for several responses, then send your I-message again.)

A good I-message should:

1. Be likely to produce helpful change.

2. Not lower the other's self-esteem.

3. Not damage the relationship.

4. Leave responsibility with the other to come up with a modification of his behavior.

Caution: Anger is often ineffective in an I-message because the other person may feel threatened, blamed or punished. Anger is often a secondary feeling. Your primary feeling may have been fear that someone would be hurt, that you would be blamed, etc.

Advantages:

I model honesty about my feelings and needs.
Responsibility for initiating change is left with the other person.
I get my needs met, he feels good about helping me meet them, our relationship improves.
He has a chance to learn effects of his actions on others and show consideration by changing to meet others' needs.

# CONFLICT RESOLUTION

## Conflicts of Needs

Sometimes sending a good I-message expressing your needs and feelings will produce helpful change. If the other's needs are very strong, conflict resolution may be necessary to reach a solution which meets the needs of both and which is acceptable to both. It is essential to let the other person know from the beginning that you will not force a solution on him by using power, and that nobody will win or lose.

1. Define the problem in terms of needs, not solutions. Use an I-message to state the problem as you see it, tangible effects on you and your feelings. Use reflective listening for any defensive responses. Invite him to state the problem as he sees it (his needs, tangible effects on him, his feelings). Take time to be sure the problem is clearly stated in terms acceptable to both. You may need to re-define the problem several times until you agree.

2. Invite possible solutions, but do not evaluate at this point. Try to get a good number of fairly reasonable solutions.

3. Evaluate the various solutions. Are there any reasons why they might be hard to carry out, or are they unacceptable to one person?

4. Decide on a mutually acceptable solution. Writing it down helps to make sure it is understandable to everyone.

5. Decide who will do what by when. Note: It's best not to set up penalties, but to assume everyone will carry out his part. If not, send an I-message. Don't continually remind the other person, but allow him to assume that responsibility.

6. Evaluate after some experience with how well it is working. Remember, either can ask for a review and revision, but neither one alone can change. Be sue to leave the doors open for needed revisions.

# DEALING WITH CONFLICTS OF VALUES

In our society adults are guaranteed certain freedoms: speech, religion, dress, political choice, job, choice of friends and mates, freedom to dissent. If we try to compel others to accept our values, we usually meet strong resistance, and often damage the relationship.

What can I do?
I can model the desired behavior.
I can be an effective consultant.
I can open myself to new ideas and try to understand the other's point of view.
I can ask myself; Is it necessary for people to think as I do for me to like them?
Am I getting my self-worth needs met so that I am not dependent on the student or child's behavior to validate my existence?
Am I aware that people around the world operate successfully on different value systems?

## MY EXPECTATIONS

| | Before Tasting | | After Tasting | |
|---|---|---|---|---|
| Food | Expect to Like | Expect to Dislike | Liked | Disliked |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |
| TOTALS | | | | |

Did you like the foods you expected to like?

Do your expectations make a difference? Why?

Are you a person who enjoys new and different things?

When you see people who look or act different, do you expect to like them or not?

Why or why not?

## I-MESSAGES

TRY THESE EXAMPLES: Read the following situations and role play your own I-messages.

1. Some important materials you have ordered have not arrived in five months time.
2. A friend comes to school looking especially groovy.
3. You have just found a group of students who are leaders in the school smoking a joint; or, stuffing toilet tissue in the commode.
4. You have noticed that several black/white students are moving in groups and intimidating certain individuals of the other race. You want to talk with the group since you know two of their members well.
5. A fellow teacher for whom you have affection has offended another faculty member by being insensitive to his culture. You wish to tell him/her without endangering your own relationship.

## CONFLICT SITUATIONS

TRY THESE EXAMPLES: Read the following situations and role play with a friend.

Your co-worker has transferred in from another school. She/he constantly tells you about the "right" way the course was taught in the other school. Today she/he arrives and without even saying good morning tells you that she is convinced that the children's needs are not being met, the instructional methods are outmoded, and the children are rude.

A child enters your room saying, "This course is stupid! I don't need American History. I am black, man; I need Black History."

A parent confronts you saying, "I know my child can do better work than this, yet all I see are bad grades. I want you to do something about this right away!"

You are distressed because your department chairman makes all decisions for the department and consults only one special friend in the department. You believe that decisions should be discussed with everyone. What do you do?

# MODULE I

# BECOMING FAMILIAR WITH CONTENT OF HOME-SCHOOL-COMMUNITY CURRICULUM AND MATERIALS

## RATIONALE

This module is designed to help you increase your knowledge and understanding of the Home-School-Community Curriculum and to acquaint you fully with the H-S-C materials. The module is primarily self-instructional. You are to proceed at your own pace, studying the materials, completing tasks, and assessing your progress.

## OBJECTIVES

Persons satisfactorily completing this module should possess the following competencies:

1. State the primary aim of the H-S-C project.
2. List four (4) specific objectives of H-S-C Curriculum.
3. Be able to list five (5) of the fifteen (15) units from the Curriculum.
4. Select one unit and be able to discuss in writing the concepts and behavioral objectives of the unit.
5. Select two (2) units and list materials needed to implement the units.

## PRE-ASSESSMENT

1. What is the primary aim of the H-S-C Curriculum?
2. List 4 specific aims of H-S-C Curriculum.
3. Name five H-S-C Curriculum Units.
4. Outline one unit including objectives, concepts, activities, and materials.

## ACTIVITIES

Read and become familiar with H-S-C Curriculum.

Become familiar with H-S-C materials by reading teacher manuals, viewing filmstrips, listening to records, reading children's books.

# POST-ASSESSMENT

Same as Pre-Assessment.

# MODULE II

# INTEGRATING H-S-C CURRICULUM WITH REGULARLY TAUGHT SUBJECTS

## RATIONALE

The purpoose of this module is to help you understand how the H-S-C Curriculum can become a part of Reading, Writing, Science, Social Studies, Music, and Art, and to show how it can be used throughout the day.

## OBJECTIVES

After satisfactorily completing this module you should be able to:

1. Select a unit and demonstrate how you would integrate it with at least three regularly taught subjects.

## PRE-ASSESSMENT

1. Can you think of ways you can integrate H-S-C Curriculum with subjects that you regularly teach? If so, how? Illustrate.
2. What subjects do you think would be most appropriate for integration with H-S-C Curriculum?
3. Do you think H-S-C Curriculum should be taught for a period of from 20 to 30 minutes each day? Explain your answer.
4. Discuss ways H-S-C Curriculum can be used to individualize instruction.

## ACTIVITIES

1. After reading Curriculum Guide, select and view video tapes showing how various subjects can be integrated with H-S-C Curriculum. Suggested tapes: Lynn D'Huyvetter - Senses; Ellen Jones -Feelings and Needs; Virginia Threlkeld - Senses; Schlesinger - Expectations.

2. View slides of various activities showing integration of H-S-C Curriculum with regularly taught subjects.

3. Set up one learning center that will help to individualize instruction using H-S-C materials.

4. Examine scrap books showing H-S-C activities.

## POST-ASSESSMENT

Same as Pre-Assessment.

## MODULE III

## EFFECTIVE WAYS OF WORKING WITH PARENTS -- RECRUITING PARENTS AS VOLUNTEERS BOTH IN AND OUT OF SCHOOL

### RATIONALE

This module is designed to help you understand how parents can be active partners in the education of their children and to have you become more aware of the need to recruit them to serve as volunteers.

### OBJECTIVES

After satisfactorily completing this module you should be able to:

1. List ways parents can assist you in and out of school.
2. List methods of recruiting parents.
3. State problems you might encounter in trying to recruit parents.
4. Name community resources that will help in the recruitment of parents.

### PRE-ASSESSMENT

1. List three ways parents can assist you in the classroom and three ways they can assist outside the classroom.
2. What method would you use to recruit parents?
3. List problems that might arise as you try to recruit parents.
4. Name at least three community resources you can use to assist you in recruiting parents.

### ACTIVITIES

1. Listen to lecture by Betsy Guyton on how to recruit parents for volunteer services.

2. Read:

   a. Parents: Active Partners in Education by Mary Lou Sayler.
   b. Teachers and Parents Together for Kids - N.E.A. Publication.
   c. Get Involved in Your Child's School: The Parent Involvement Program (Pamphlet).
   d. Parents and Teachers Together for the Benefit of Children: National Education Association Publication (Guide, Script, and color filmstrip with sound).
   e. Parent Involvement - A Key to Better Schools, N.E.A. Publication.

## POST-ASSESSMENT

Same as Pre-Assessment.

## MODULE IV

## PROVIDING TRAINING FOR PARENTS IN ENHANCING WAYS OF DEALING WITH CHILDREN

### RATIONALE

This module is designed to assist you in explaining to parents how important it is for them to realize that what they do or fail to do greatly affects the future of their children. It should give you some ideas that you can share with parents which will enable them to work more effectively with their children.

### OBJECTIVES

After completing this module you should be able to:

1. Show how you can deepen the parent's understanding of the causes of behavior and possible methods of dealing with these behaviors by listing possible causes of specific behaviors and some methods that may be used to cope with them.
2. Give an example of two effective methods of communication between parent and child.

### PRE-ASSESSMENT

1. Select two misbehaviors and list possible causes of these behaviors.
2. Give an example of one effective method of communication between parent and child.

### ACTIVITIES

View filmstrip: How to Listen to Your Child and How to Get Your Child to Listen to You.

Read:

Briggs - Your Child's Self-Esteem -- The Key to His Life
Gordon - Parent Effectiveness Training
Ginott - Between Parent and Child
Harris - I'm O.K., You're O.K.

## POST-ASSESSMENT

Same as Pre-Assessment.

## MODULE V

## PROVIDING ASSISTANCE FOR PARENTS IN UTILIZING H-S-C PARENTS' GUIDE, ESPECIALLY UNITS ON COPING WITH CHANGE, APPRECIATING AND ENJOYING DIFFERENCES IN PEOPLE, EXPECTATION, FAMILY AND GROUP INTERACTION, AND FEELINGS

### RATIONALE

This module is designed to help you to assist parents in understanding how to use the H-S-C Parents' Guide most effectively.

### OBJECTIVES

After completing this module you should be able to:

1. Discuss the Parent Curriculum and list ways parents can use the Curriculum effectively.
2. Give example of more and less effective responses of parents to children's behavior.
3. Select one unit from those listed above and list three activities you would suggest for parents to use in order to reach the goals of the unit.

### PRE-ASSESSMENT

1. Discuss the Parent Curriculum and list ways parents can use it most effectively.
2. Give a situation involving a specific behavior and state an effective response and a less effective response.
3. List 5 ways you can help a child to feel good about himself and think that people like him and want to help him.
4. Why should parents take into consideration a child's temperament before deciding on ways to handle his behavior?
5. Is it important for a teacher to feel good about himself in order to help a child to feel good about himself? Explain.

## ACTIVITIES

Read:

1. Parent Curriculum
2. Coping With Children's Behavior
3. I'm O.K., You're O.K. - Harris
4. Parent Effectiveness Training - Thomas Gordon

## POST-ASSESSMENT

Same as Pre-Assessment.

## MODULE VI

## SELF-MANAGEMENT IN THE CLASSROOM
"I Can Get in Charge of Me"

### RATIONALE

The purpose of this module is to help you learn a process which you can use with children in helping them be in charge of their own behavior. The process involves planning with students so that they actually assume more and more responsibility for their own behavior. The behaviors are those which principals and teachers consider essential, such as listening and moving appropriately from one place to another in the school.

### OBJECTIVES

The learner will describe the Self-Management Process in writing. Included in the process will be alternatives for helping children who have special difficulty in self-control.

### PRE-ASSESSMENT

Describe in writing the Self-Enhancing Process for helping children be in charge of their own behavior. Include in your description:

1. Steps in the process.
2. Materials needed.
3. Ways of helping a child who has great difficulty in self-control.
4. Comment on adaptations you might make for your own siutation.

We are interested in your having a thorough understanding of this process. You may wish to talk it over with one of us. Please do not copy your description directly from the book. It need not be long.

### ACTIVITIES

1. Read: "Providing for Self-Management" in Self-Enhancing Education by Norma Randolph and William Howe, pp. 38-66.

2. Write a brief comment as to the way this process can be combined with behavior modification for those children who have special difficulty.

## POST-ASSESSMENT

Do the Pre-Assessment.

## MODULE VII

## HELPING EACH CHILD FEEL AN INTEGRAL AND IMPORTANT MEMBER OF HIS CLASS

### RATIONALE

The purpose of this module is to help you find a variety of ways to help each child feel an important member of his class so that he can be happy and function in a way conducive to learning.

### OBJECTIVES

1. The learner will describe ways that children can communicate their feelings and be supportive of other children as well as ways they can appropriately teach one another.

2. The learner will list and describe ways children can be helped to feel accepted in the room.

### PRE-ASSESSMENT

1. List two ways in which children can be supportive of other children.

2. Describe two ways children can be used to teach other children in the classroom.

3. List and describe four ways you can help children feel accepted in your room. Include in your list three simple get-acquainted games.

### ACTIVITIES

1. Objective One

   Read: The Classroom as an Out-Patient Kibbutz, Jules M. Kulger.
   "Don't Feel Like Being Bad Anymore" from: Scholastic Teacher, May, 1972.

2. Objective Two

   a. Listen to the tape of Love In The Classroom, by Bascaglia.
   b. Look through About Me and On Stage, to find warm up activities to use to get your class acquainted.
   c. Look at the example of the job chart. Do you like this idea? Can you use it? If so, and you don't have one, please make one.
   d. Read in and in the teacher's manual of About Me to find ways of developing class solidarity through get acquainted games.

## POST-ASSESSMENT

Do the Pre-Assessment.

# MODULE VIII

# HELPING EACH CHILD GAIN A SENSE OF ACHIEVEMENT

## RATIONALE

This module is designed to help you think of activities in your classroom that will help a child gain a sense of achievement in a variety of curricular areas, especially Art, Music, Movement Education and Social Science, that will help individualize instruction and yet provide for a feeling of group membership.

## OBJECTIVE

The learner will identify and describe 10 activities which he can use in his room to individualize instruction and promote small group work.

## PRE-ASSESSMENT

Identify and describe briefly 10 activities which can be used to individualize instruction and or promote small group work.

Five activities are to come from the areas of Art, Music, Movement Education, and Social Science. The other five can come from reading or math.

## ACTIVITIES

1. Read: Self-Enhancing Education: A Program To Motivate Learners; Norma Randolph, William Howe, pp. 73-90, 113-116.
2. View: Curriculum Revision tape on Individualization and Learning Centers.
3. Possible Sources for Activities:
    - a. Arangis, A Treasury of Elementary Teaching Ideas and Techniques.
    - b. Platts, Create: A Handbook of Elementary Art.

c. Platts has an entire series similar to Create - one for each curricular area. The series is called Spice.
d. John Holt - What Do I Do Monday? pp. 95-248.
e. Follow Through Games.
f. Mary Baratta Lorton, Workjobs.

## POST-ASSESSMENT

Do the Pre-Assessment.

## PRE AND POST SELF-ASSESSMENT FOR H-S-C WORKSHOP
## JUNE 18-29, 1973

1. You have asked your first reading group to come up and in passing out the books one child throws his book on the floor and says he won't read today. You say: ____________________

________________________________________________

2. A parent comes in and says "You have my child in your slow reading group. He tells me that almost all the other children are ahead of him. I know he is a smart child." You say: ____________________

________________________________________________

________________________________________________

3. You have a child who teases children, throws things, and does not do his work. You say: ____________________

________________________________________________

________________________________________________

4. The principal stops by your room to give you an important message from the Area Office. The children are so noisy that you can hardly concentrate. The principal leaves. You say: ____________________

________________________________________________

________________________________________________

5. The primary aim of the H-S-C Curriculum is ____________________

________________________________________________

6. List three ways you can integrate the H-S-C Curriculum with subjects you regularly teach.

   1. ____________________________________________

   2. ____________________________________________

   3. ____________________________________________

7. List two ways you would like parents to assist you in the classroom.

1. ______________________________________________

2. ______________________________________________

8. What methods would you use to recruit parents?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

9. Name two misbehaviors of children and list possible causes of these behaviors.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

10. List 3 ways you can help a child feel good about himself and think that people like him and want to help him.

1. ______________________________________________

______________________________________________

2. ______________________________________________

______________________________________________

3. ______________________________________________

______________________________________________

How would you help children be responsible for their own behavior?

______________________________________________

______________________________________________

11. List two ways children can be supportive or help each other in the classroom.

1. ______________________________

2. ______________________________

12. Identify and describe briefly one activity which can be used to individualize instruction and help children gain a sense of achievement.

______________________________

______________________________

______________________________

13. PRE: What do you expect to get out this workshop?

______________________________

______________________________

______________________________

______________________________

14. POST: What did you get out of this workshop?

______________________________

______________________________

______________________________

______________________________

# APPENDIX E

# CHILD CARE: IMPLICATIONS OF AN APPLIED MENTAL HEALTH RESEARCH PROJECT IN PRIMARY PREVENTION*

Donna Sellen, M.Ed.
Home-School-Community Project
Atlanta Public Schools

You may soon be caught in a crossfire if you are to administer, organize, or work in a federally funded child care program. Educators may disagree greatly as to the amount of cognition that is to be taught, as well as how to teach it and who is qualified and/or certified to do this teaching. As if this is not enough, there is a strong move away from cognition alone and toward a combination of cognition and affect. Some understanding of all this will be helpful to those of you who wish to see mental health in schools and child development centers -- as well as keep your own.

Educators have become concerned with primary prevention in mental health because they realize, after emphasizing cognition for almost 15 years, that cognition and affect must work together if we are to have a mentally healthy society instead of one whose young people have no purpose or hope in their lives.

Home-School-Community Systems for Child Development is a primary prevention curriculum development project, funded from 1970-1973 by the National Institute for Mental Health. Two transportable curricula are to be developed, one for children in grades K-4 and one for parents. The one for children is designed to enhance self-concept, substitute effective for non-effective behavior and enable a chld to achieve a sense of mastery, academically as well as socially and emotionally.

The curriculum for parents is designed to explain the curriculum for children, using video tapes of lessons, and to develop curriculum units which grow out of needs and concerns which parents express to the project staff. One example is mini-courses in reflective listening and child development.

The Northside Community Mental Health Center sends a representative to monthly parent meetings at one school, who is available afterward to talk with parents who wish to consult about some aspect of a child's behavior. The parents have also requested a telephone number to call in order to talk over minor problems before they become major.

---

*Presented to the Mental Health Service, a PHA Meeting, November 15, 1972.

The project is an applied research project in two experimental schools. One is an inner city school; the other is middle class, drawing mainly from a large apartment complex whose inhabitants are about 15 per cent Cuban. The total experimental population is about 530. The paired control schools were matched on the following variables: size, mobility, academic achievement index, racial composition, and socio-economic level. The project has hypothesized that the curriculum for children will be relevant to all children regardless of ethnic or income group.

The project staff, working with the teachers in both experimental schools, has developed 15 curriculum units for children which stress that behavior is caused and that each person has many emotions, makes mistakes, and has difficulties as well as joys in his everyday life; that people have choices in how they handle their strong feelings and problems; that the more choices a person can generate the more he is in charge of his own destiny.

Basic to the project is the idea that cognition and affect cannot be separated. Therefore, the project is to permeate language arts, social science, science, music and art, as well as provide specific lessons in human relations and behavioral science.

One method which the project encourages teachers and parents to use is a technique which Thomas Gordon calls active listening, and which Norma Randolph calls reflective listening.[1] This leads the teachers to really listening to what children are saying and to look for feelings and concerns behind the words, as well as to be constantly on the lookout for non-verbal clues as to how a person may be feeling. The project staff believes that listening and dealing with feelings at the time they occur may prevent withdrawal or acting out behaviors which are used as attention getting devices for needs that have not been met.

The staff is now analyzing data gathered during the first year's implementation. Four self-report techniques have been used: (1) the primary form of the *California Test of Personality* (Thorpe, Clark and Tiegs), providing scores on such categories as self-reliance, sense of personal worth, feeling of belonging, withdrawing tendencies, social skills and family relations; (2) the *Self-Appraisal Inventory* (California Instructional Objectives Exchange), providing scores on self-concept in family, peer, and scholastic dimensions; (3) *Test of Social Causality* (Ralph H. Ojemann), providing data on understanding of factors underlying or causing behavior; (4) four of the 25 scales of the *Behavior Classification Project* (Ralph M. Dreger), I, appreciative, concerned vs. unappreciative, aggressive disobedience; II, alert, socialized achievement vs. intellectual retardation; XVII, fearful, seclusiveness vs. sociableness; VI, disobedient, sullen, hyperactive aggressiveness.

We have also given the *Minnesota Teacher Attitude Inventory* to most of the experiment and comparison teachers, and have had each teacher fill out an instrument aimed at measuring her feelings about and participation in the project.

Cursory examination of the gain scores of the individual instruments reveals several curious results and points to a need for more detailed analysis. For example, gains of some BCP factors show seemingly large differences between the parent's and the teacher's view of the children, and sometimes in opposite directions.

So far we have found apparent trends in expected directons in our measures of children's self-concept via the *California Test of Personality* and the *Self-Appraisal Inventory* scales. The gains are generally not significant at the 0.05 level; however, our original proposal hypothesized significant gains only after two years' implementation. We suggest that anyone who is interested in our later findings write to us.

The project staff has come to believe that the most important element in making such a project successful is adequate training of the teachers as well as the staff. Most teachers are cognitively oriented and are concerned that time spent in dealing with feelings will decrease what the children learn. They fail to see that anxiety inhibits learning. This is understandable, given the current emphasis on accountability and contracted learning. However, they need to to be educated to accept feelings.

The project has been frustrated to some extent by being unable to keep teachers trained for the project from being moved to other positions, or those not trained from being moved into the project schools and classes.

Mental health professonals can learn from the project's experience, as well as from early childhood people, generally, to: select staff carefully, provide adequate in service support, and design programs that effectively balance feelings with intellectual matters.

A kind of obsession with cognition began in the mid-1950's when *Sputnik* reinforced our fear for national security. The National Science Foundation helped to sponsor a conference at Woods Hole, Cape Cod, in 1959, whose report was Jerome Bruner's book, *The Process of Education*. Bruner completely redirected American educators into an inquiry approach and a spiral curriculum, with the hypothesis that "it is possible to teach any subject to any child in some honest form."[2]

In the early 1960's the Civil Rights movement caused educators and politicians to recognize that there were millions of poor children in this country who were falling farther behind each year in a cumulative deficit pattern.[3] This increased our zeal for cognition.

In an effort to prevent early failture in school, pre-school programs were developed, working with 3, 4, and 5-year-olds and encompassing a wide variety of method and psychological base. Some were extremely formal academic programs using direct teaching such as the Bereiter-Engelman program based on S-R theory;[4] others stressed skill development in an informal setting. Programs using an informal British Infant model encourage learning by allowing the child to manipulate materials to discover concepts for himself. The best of the informal cognitive programs use learning centers appropriately supplied with games and materials which teach one concept in a variety of ways. This approach is based on Piaget's idea of equilibrium or self-regulation in which the child interprets or assimilates new stimuli in the light of old experience and accommodates it to fit the new situation.[5]

The traditional nursery school still exists. Its primary concern is meeting children's physical, social and emotional needs. Many traditional child development teachers rightly believe that cognitive growth proceeds best when a child's basic needs for emotional security are being met.[6] Yet many of their nursery schools have a tendency to sacrifice intellectual development for social and emotional growth. Of course, rigidly structured academic and cognitive programs may sacrifice emotional growth for the intellectual. It is possible to present a child with a wide variety of planned learning experiences without jeopardizing his mental health.

The controversy between the child development, or traditional, approach and the cognitive approach exists partly as a result of differences in training. Child development experts often hold degrees in Home Economics, with majors in child development. Their training stresses nutrition and the child's social and emotional needs, along with some cognitive needs. In most states they are unable to meet state certification requirements to teach in kindergartens because they do not have the necessary education courses. Yet, they are usually the only ones who have worked with infants. Only recently have some education programs added the years 0-2.

Language development is a major concern for any child care center.[7] It is important to know that a child learns his basic language system between the ages of two and five. Menyuk believes that all the basic grammatical structures are formed by the age of four and that from nursery stage on children simple refine their rules.[8] For instance, a child at 28 months might say, "Here coffee is" and later refine it to, "Here is the coffee."[9]

Early childhood education's emphasis on language development is related to concern that economically deprived children often use a restricted and informal language code. This type of language allows the child to function well within his setting, but elsewhere the restricted code can limit him as he attempts to learn and communicate at abstract levels. Loban has found that socio-economic status affects tentativeness (the use of "maybe"), subordinating connectives needed for abstract thinking, and reading, writing and conventional language.[10] Loban sums up: "The child with less power over language appears to be less flexible in his thinking, is often not capable of seeing more than one alternative, and apparently summons all his linguistic resources merely to make a flat dogmatic statement."[11]

Ponder the political and psychological impact on America of millions of people caught in that trap.

There are those who believe that helping the child to develop language skills different from those he learns at home might cause conflict within the child and between him and his parents. A skillful teacher and child care worker can avoid this by concentrating on helping the child acquire new forms and accepting his informal patterns instead of correcting so-called errors, as well as maintain a close relationship with the home. The close home relationship means that the teacher must be intimately familiar with the child's home and develop a warm relationship with the people the child lives with.

Much has been said of late about the need for child care, but almost nothing has been said about what constitutes an appropriate child care program. The time has come to ask some crucial questions. What will child care accomplish? Will it provide sanitary custodial baby sitting? Will it provide a setting in which infants and children can begin to grow into human beings who value themselves and who enjoy learning? What is the role of mental health professionals?

Meeting an infant's basic needs, such as food, drink, rest, and freedom from hazardous surroundings, is obvious. Less obvious is meeting his compelling need for body contact with another human being; to be stroked, cuddled and talked to, and to have a stimulating environment which will encourage his cognitive growth.

Child care centers can benefit from educators' recent experience and commit themselves to programs that are concerned equally with all the child's developmental needs. A child who cannot love or trust is as crippled as one who cannot read, write or compute.

One way of ensuring that a child care program is concerned with the child's total development is in the pattern of staffing and in the kind of people hired. Before hiring personnel, it is essential that the members of the community, as well as those who assume responsibility for the child care center, decide on the type of program that meets the needs of that community. Then personnel can be chosen on the basis of training and educational philosophy.

The staffing pattern can be differentiated, including professionals who know child development and at least one person capable of designing a curriculum that meets the needs of the children in that particular center. The rest of the staff can be paraprofessonals, who may have two years of college or less, and parents who are willing to work and learn through staff interaction, and who may have stopped formal schooling at the fifth or eighth grade.

Such a varied staff may have problems arising from differing view-points and experiences. Each member of the staff needs to be able to respect and work with the others as well as with the children and the community. A second way of demonstrating concern with children's total development is the use of mental health professionals. They can use their skill at interviewing to help choose a desirable staff, can help staff members relate well to each other, and can help the staff recognize that a child's behavior need not label him good or bad but can be read as an expression of a need from the child's point of view.

I have seen this type of primary prevention, provided to the public schools in Ottawa, Kansas, in a psychologist's weekly visits with groups of teachers, K-3, and 4-6 in alternate weeks. The teachers became more cohesive as a group, gained in understanding of themselves and the children, and treated the children less rigidly.

In all this my queston is: how important are our children? Are they really "our most precious resource"? Child care centers can be places that exist because funds were available, but they can be places where we really demonstrate our concern for the cognitive and affective growth of children and families.

Will community mental health personnel continue to place treatment first and primary prevention last? Or are our children important enough to receive first priority?

# Bibliography

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2. Jerome S. Bruner, The Process of Education (New York: Alfred A. Knopf, 1963), p. 52.

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4. Carl Bereiter and Siegfried Engelman, Disadvantaged Children in the Pre-school (Englewood Cliffs, N. J.: Prentice-Hall, 1966).

5. Celia Stendler Lavatelli, Piaget's Theory Applied to an Early Childhood Curriculum (Boston: Center for Media Development, 1970), pp. 36-37; Jean Piaget, The Psychology of Intelligence (Totowa, N. J.: Littlefield, Adams, 1968).

6. Carole Hornstead, The Developmental Theory of Jean Piaget, in Joe L. Frost, ed., Early Childhood Education Rediscovered (New York: Holt, Rinehart and Winston, 1968), pp. 141-143.

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9. Ursula Bellgui and Roger Brown, eds., The Acquisition of Language (Chicago: Society for Research in Child Development, 1964), pp. 43-49.

10. Walter D. Loban, The Language of Elementary School Children (Champaign, Ill.: National Council of Teachers of English, 1963), pp. 29-79.

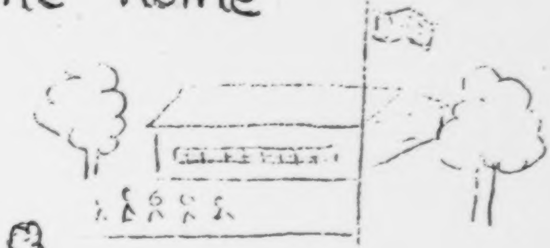
11. Ibid., p. 54.

*What is*

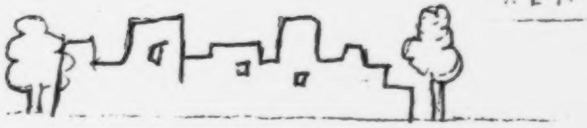
# HOME-SCHOOL-COMMUNITY SYSTEMS FOR CHILD DEVELOPMENT?

It's

the home



the school



and the community

WORKING TOGETHER

*to develop*

CHILDREN

*-and-*

and to help improve each child's
feelings about himself

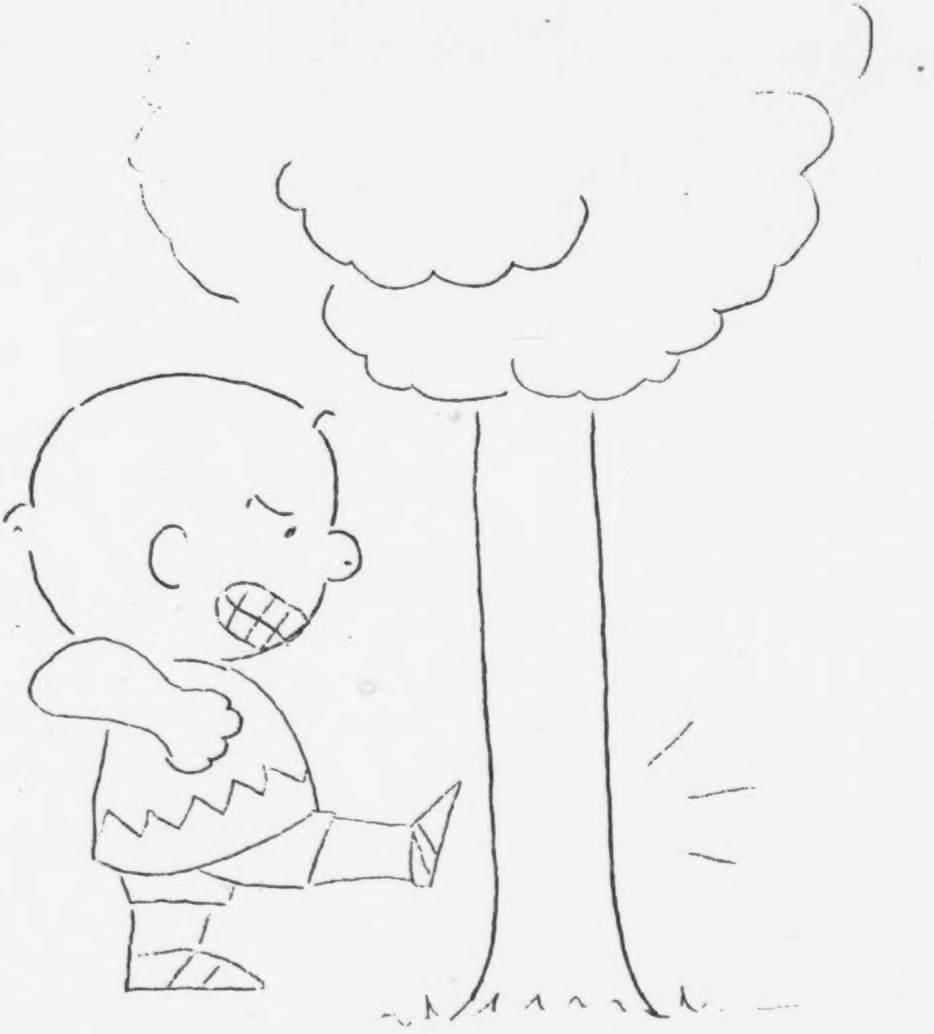
and the way he gets along with
other people.

We want each child to feel

I'm O.K!
I can do it!
I can figure out things!
I'm special!

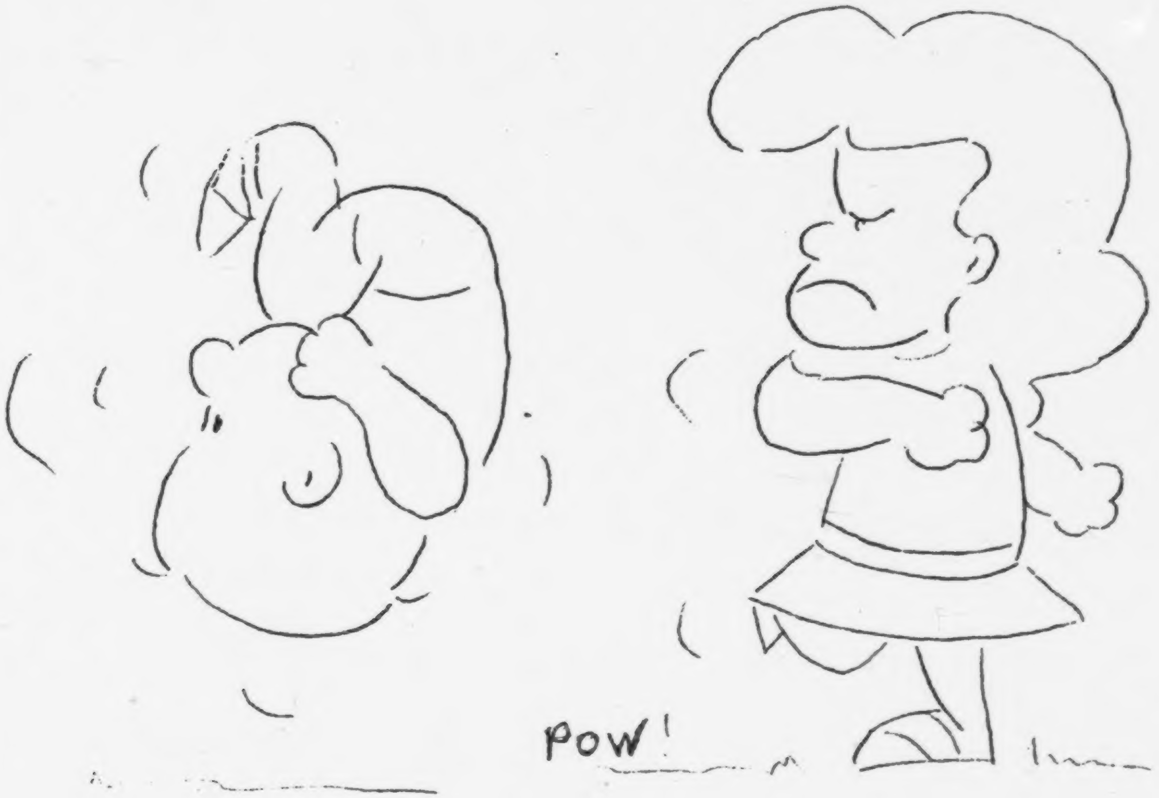
I'm the only ME in the world!
I can plan what I do!
I can choose the best thing to do!
I can be in charge of ME!

We want to help him deal with angry feelings



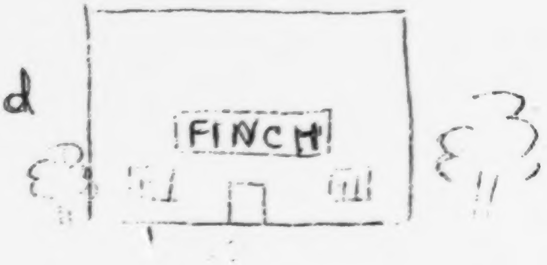
in better ways

– especially in better ways than fighting!



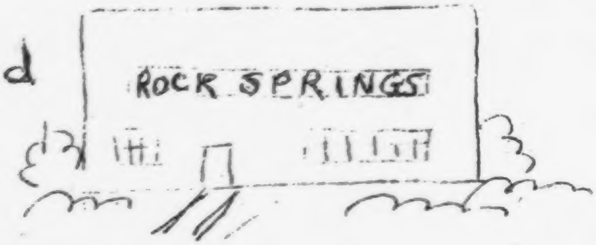
*Can* we improve children's feelings and behavior? We've chosen 4 good schools to help us find out.

and



GARDEN HILLS

and



In Forrest and Garden Hills, we'll see what changes come about as a result of the *regular* program.

In Finch and Rock Springs we'll introduce some special additional curriculum materials, and see what changes develop.

All children in grades K—3 are included this year. Next year we'll follow these same children in grades 1—4.

Now we need *your* help, to see if you think your child's behavior changes any between September and May.

SEPT.
MAY
S M T W TH F S

Please fill out the check list the best you can. This will help our Research Assistants determine if the *program* is doing any good.

If we find the program improves the child's feelings about himself and the way he gets along with people, the program may be implemented in your school and other Atlanta schools at a later date.

*Thanks so much! We really appreciate your help!*

The Home-School-Community Staff, Atlanta Public Schools: Rozilla Bohner, Betty Mapp and Donna Selden, Coordinators.

Phone 874-5772

## Professional Meetings Attended
## by H-S-C Staff

| | |
|---|---|
| November, 1970 | National Association for Mental Health on Prevention, Los Angeles, California. |
| December, 1970-April, 1971 | A Series on Accountability led by Dr. Lessinger. |
| April, 1971 | Amercian Personnel and Guidance Association Meeting, Athens, Georgia. |
| May, 1971 | The Affective Curriculum, Chicago, Illinois. |
| June, 1971 | Self-Enhancing Education Training Course, Bismark, North Dakota. |
| June, 1971 | Southeastern Association for Children Under Six, Atlanta, Georgia. |
| October, 1971 | Atlanta Public Schools -- Writing Proficiency Modules. |
| December, 1971 | National Association for Mental Health, Dallas Texas. |
| December, 1971 | Workshop on P.E.T. -- Ira Gordon, Gainesville, Florida. |
| February, 1972 | Workshop on the Humanistic Curriculum, Atlanta Public Schools. |
| February, 1972 | Workshop on Reflective Listening, Atlanta Georgia. |
| April, 1972 | Association for Childhood Education International, Denver, Colorado. |
| May, 1972 | Advanced Self-Enhancing Education Training Course. |
| May, 1972 | Parent Effectiveness Training, Pittsburgh, Pennsylvania. |
| September, 1972 | Georgia Pre-School Association, Atlanta, Georgia. |

| | |
|---|---|
| November, 1972 | Child Abuse Conference, Atlanta, Georgia. |
| November, 1972 | American Public Health Association, Atlanta, Georgia. |
| November, 1972 | National Association for Education of Young Children, Kansas City, Kansas. |
| November, 1972 | National Association for Mental Health, Detroit, Michigan. |
| December, 1972 | State-Wide Early Childhood Conference, Gainesville, Florida. |
| February, 1972 | Information Interchange on Childhood Mental Health, Washington, D.C. |
| March, 1973 | Consortium Meeting of "Inside/Out" Mental Health Instructional Television Series for Children, Atlanta, Georgia. |
| March, 1973 | Southeastern Psychological Association, New Orleans, Louisana. |
| April, 1973 | Association for Childhood Education International, Atlanta, Georgia. |

## Groups Addressed
## by H-S-C Staff

| | |
|---|---|
| March, 1972 | P.T.A. District Meeting on Mental Health, Mableton, Georgia. |
| April, 1972 | Georgia Psychological Association, Atlanta, Georgia. |
| November, 1972 | American Public Health Association, Atlanta, Georgia. |
| April, 1973 | Georgia Association for Mental Health, Savannah, Georgia. |
| May, 1973 | West Georgia College, Carrollton, Georgia. |
| August, 1973 | Metropolitan Atlanta Mental Health Association, Atlanta, Georgia. |

## Workshops Conducted by H-S-C Staff

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| April - June, 1973 | Twenty-four hour course on Parent Effectiveness Training. |
| May - June, 1973 | Retreat for Leadership Teams of Elementary Curriculum Revision Committee, Atlanta Public Schools. |
| June, 1973 | Communcation Skills and Human Relations Training for Schools Involved in Racial Transfers, Atlanta Public Schools. |
| June, 1973 | Forty-hour Workshop on implementing the Affective Curriculum for Atlanta Public Schools. |
| July, 1973 | Human Relations Training for Teachers of the Gifted, Douglasville, Georgia. |